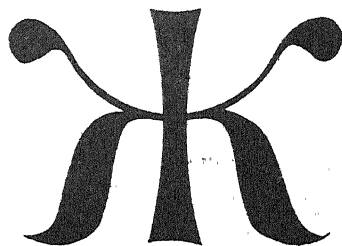
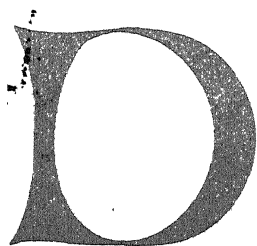
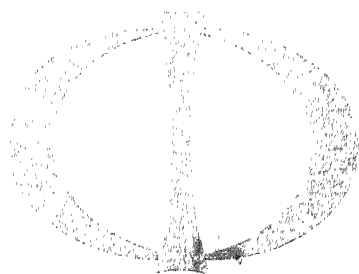
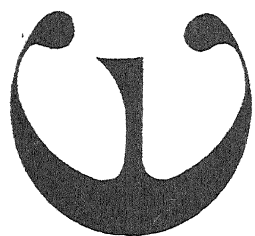


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English as a Second Language

ANGELA PARATORE



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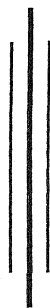


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CONVERSATIONAL ENGLISH

English as a
Second Language



ANGELA PARATORE

*Associate Professor of Linguistics
Indiana University*

PRENTICE-HALL, INC.

Englewood Cliffs, N. J.

1961

TO MY MOTHER

whose half-century losing battle with English auxiliaries was the inspiration for the major emphasis of this book

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ANGELA PARATORE

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INTRODUCTION

This book is intended for nonbeginners in English who need practice in speaking and hearing the language. It will be useful in adult education classes and as an oral-aural supplement in a complete English course for regular students.

Thorough coverage of English grammar has been foregone in favor of treatments of selected points and an emphasis on the many constructions and usages which employ auxiliary verbs.

Nonbeginners in a foreign language are often deficient in oral-aural training and experience. It is for such students of English as a second language that this book has been designed. Since among nonbeginners a wide range of proficiencies will inevitably be found, two devices are employed to help equalize variations. English is used on a communication level throughout, and memorization and repetitive drill have been relied on as a means of establishing proficiency for given exercises.

Release from inhibition is a major objective in teaching spoken language to mature learners. This goal can best be achieved by using group recitation as one phase of the work on all exercises—whether they are of the production type (providing information or new forms) or of the reproduction type (giving back phrases or sentences unchanged). Repeating in a group after the teacher is recommended as the first step in doing all the exercises in the book, to be followed by individual recitation.

The book is divided into thirty lessons, with each lesson roughly designed to cover two or three hours of work per week. Speed of coverage is ultimately determined by the proficiency level of the students. With students of lower proficiency, however, there is no particular urgency to proceed at all costs because of the communication-level language used from beginning to end of the book.

Meaning. The meaning of words in an exercise should be clear before starting to work on it. This is by no means a simple matter to dispose of, since the experienced teacher knows that adult language learners

would rather have the teacher talk indefinitely than produce language themselves. When possible, meaning should be related to a given context or situation so that the situation is part of the meaning. Avoid being lured into word-for-word analyses, since the meaning of an idiomatic expression is rarely the sum of its component parts.

There is no real answer to the frequent question of *why* things are said as they are. The questioner would be hard put to answer similar questions about his own language. "That's the way it is," accompanied by an eloquent hand gesture or shoulder shrug, should get the teacher safely past the *why* questions. The biggest boon of all to a teacher faced with a chronic *why*- and *what*-asker is the presence in class of another student of similar language background who is able to provide quick foreign-language equivalents (preferably on his own time).

Exercises with answers. A number of exercises have accompanying answers. They are provided mainly to aid the student outside of class. Urge students to cover the answers while in class. The system of rewards and penalties is different in an adult language class; the student should not object to cooperating. The usual classroom criterion of right versus wrong production is secondary to that of production versus no production.

Drill on the memorization passages. Each passage for memorization—whether dialogue or disconnected sentences—is followed by a drill section which breaks up the lines into words and phrases for practice. Its purpose is to provide the type of oral drill needed for effective spoken language learning. Repetitive drill builds speaking muscles and sets up tongue and ear memories which aid the learner in remembering, understanding, and speaking a new language.

Only the manner of drill is indicated in these columns, not the amount of practice needed for any given word, phrase, or line. They provide only the first step in memorization—the practice of single lines. Step two consists in the drill of question and answer (stimulus and response) together. By drill on these larger units, the feeling of language as communication is brought out.

A number of techniques can be used in the final steps of memorization:

a. The teacher memorizes along with the students, looking up from the book. Morale is boosted when, in whole group recall with everybody working out loud, the teacher needs prompting for line sequence. The need for going back to reinforce previous lines is more naturally felt by the teacher who is memorizing along with students.

b. With the teacher looking up from the book and students' books closed, the whole group goes through the passage from beginning to end as many times as is necessary. The advantages of group recitation far outweigh the disadvantages of noise and disorder, if they can be called such, in spoken language learning.

c. Each person, the teacher included, says a line in rapid sequence, going through the passage several more times.

Memorization should be achieved in class and not left as home work. If a choice must be made between taking time to complete the memorization and going on to exercises, it is of greater value to the student to finish the memorization in the presence of his speaking model. The value of memorized material is that it is subject to unconscious recall at any time, whereas other types of language practice require a book.

Reminder words in sentences for memorization. The disconnected sentences for memorization are all of the stimulus-response type—question and answer or statement and comment. After the sentences have been memorized students close their books, and upon hearing the reminder words, give both stimulus and response—first in a group and then in individual recitation.

ANGELA PARATORE

Bloomington, Indiana

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LESSON

1

► 1.1. Dialogue for memorization. See dialogue drill, section 1.2.

- | | |
|------------------------------|---------------------------------------|
| 1. What's your name? ↘ | 6. I beg your pardon? ↗ |
| 2. Zlatanoff. | 7. Are you Miss or Mrs.? ↘ |
| 3. What's your first name? ↘ | 8. Mrs. |
| 4. Maria. | 9. How do you spell your last name? ↘ |
| 5. Are you married? ↗ | 10. Z-l-a-t-a-n-o-f-f. (capital z) |

► 1.2. Dialogue drill.

The center column shows the drill format as it appears throughout the book.

The right column shows how to say the left column. This aid will appear only a few more times.

- | | | |
|---|------------|-------------------------|
| 1. Read down the columns. | (1) | (1) |
| 2. Numbers in parentheses correspond to line numbers in the dialogue. | name | name |
| 3. The drill builds up from a single word—usually the word with major stress—to phrases, to the entire utterance. | your — | your name |
| 4. A new string or build-up begins with the first word under a line number, and with italicized words. We will call these free words. See line 9 of the dialogue. | What's —? | What's your name? |
| 5. A dash accompanying a word means that everything is repeated which has appeared since the last free word. | (2) | (2) |
| 6. The sign for an entire utterance is an item which ends with a punctuation mark. | Zlatanoff | |
| | (3) | (3) |
| | name | name |
| | first — | first name |
| | your — | your first name |
| | What's —? | What's your first name? |
| | (4) | (4) |
| | Maria | Maria |
| | (5) | (5) |
| | married | married |
| | Are you —? | Are you married? |

7. The teacher says every drill item first and the class repeats as a group.

8. Say each word, phrase, or sentence at least twice before going on to the next.

9. Do not try to maintain rising intonation in the build-up of a string with final rising tone. Bring in the rising tone when saying the complete utterance. See line 6 of the dialogue.

10. Questions and answers should be practiced together as larger units, then finally the whole passage.

(6)
pardon
your —
beg —
I —?

(7)
Miss
Mrs.
Miss or Mrs.
Are you —?

(8)
Mrs.

(9)
spell
you —
do —
how —
name
last —
your —
spell —
you —
do —

How —?

(10)
Z-l-a-t-a-n-o-f-f

(6)
pardon ↘
your pardon ↘
beg your pardon ↘
I beg your pardon?

(7)
Miss
Mrs.
Miss or Mrs.
Are you Miss or Mrs.?

(8)
Mrs.

(9)
spell
you spell
do you spell
how do you spell
name
last name
your last name
spell your last name
you spell your last name
do you spell your last name
last name?
How do you spell your last name?

► **1.3. Dialogue notes.** The numbers correspond to line numbers in the dialogue.

1. 'What's' What words are contained in the contraction?

3. 'first name, last name' These are terms used more often in spoken language than given name and surname.

6. 'I beg your pardon?' This is what you say when you don't understand and want something repeated. If you don't understand after the second time, it is preferable to say, "I'm sorry, I don't understand."

7. 'Are you Miss or Mrs.?' *Mrs.* and *Mr.* are written with a period (.) at the end. *Miss* does not have a period.

The word *or* is responsible for the falling intonation in this line. A question with *or* goes contrary to the following intonation rules: Questions which begin with an interrogative word have falling intonation. Example: What's your name? ↘ Questions which do not begin with an interrogative word have rising intonation. Example: Are you married? ↗ See the intonation exercises in 2.4.

► 1.4. Pronounce the letters of the alphabet.

Practice the letters of the alphabet as they appear below. The pronunciation of the teacher serves as the model for students to imitate.

The purpose of this exercise is not to learn to say the English alphabet from beginning to end as native speakers do. The purpose is to enable students to pronounce the letters properly when they need to spell certain words, and to understand when other people spell words.

vowels	a	e	i	o	u
consonants	c	p	b	t	d
	g	q	j	k	h
	l	r			
	f	s	m	n	
	v	w	x	y	z

Practice saying the letters in the following, normal order.

a	b	c	d	e	
f	g	h	i	j	
k	l	m	n	o	
p	q	r	s	t	
u	v	w	x	y	z

LESSON 2

► 2.1. Explanation of AB-BC procedure in practicing questions and answers.

The first student (A) asks a question. The next student (B) answers the question. Student B then asks the same or the next question, as indicated.

The purpose of AB-BC procedure is to provide students with equal practice in asking and answering questions. Questions are a difficult feature of English, and unless care is taken, the teacher will ask too many of the questions, leaving the grammatically easier answers to the students.

► 2.2. Questions with free answers. AB-BC procedure. Take one question around the class before going on to the next.

What's your name?	My name is _____
What's that lady's name?	Her name is _____
What's that man's name?	His name is _____

Are you married?	Yes, I am. (<i>or</i> : No, I'm not.)
Is that man married?	Yes, he is. (No, he's not. <i>or</i> : No, he isn't.)
Is that lady married?	Yes, she is. (No, she's not. <i>or</i> : No, she isn't.)

How do you spell your first name? (your last name?)
How does that man spell his first name? (his last name?)
How does that lady spell her first name? (her last name?)

► 2.3. Spell the following words. Pronounce the word before and after you spell it.

what's	(<i>apostrophe s</i>)
your	you
first	married (<i>double r</i>)

name	Miss (<i>capital m</i>)
are	Mrs. (<i>period</i>)
how	spell (<i>double l</i>)

► 2.4. Question intonation.

Questions with interrogative words have falling intonation. *What's your name?* ↓

Questions without interrogative words have rising intonation. *Are you married?* ↗

Questions without interrogative words, but with *or*, have falling intonation. *Are you married or not?* ↓

► 2.4a. Questions without interrogative words, simple and with or.

Read the following questions with proper intonation.

1. Are you Miss? ↗ Are you Mrs.? ↗ Are you Miss or Mrs.? ↓
2. Are you married? Are you single? Are you married or single? Are you married or not? Are you single or not?
3. Is it your first name? Is it your last name? Is it your first name or last name? Is it your first name or not? Is it your last name or not?
4. Is it black? Is it white? Is it black or white? Is it black or not? Is it white or not?
5. Is it a boy? Is it a girl? Is it a boy or a girl? Is it a boy or not? Is it a girl or not?

► 2.4b. Questions with and without interrogative words.

Read the following questions with proper intonation.

1. What's your name?
2. What's your first name?
3. Are you married?
4. Are you Miss or Mrs.?
5. How do you spell your last name?
6. Where were you born?
7. In what city?
8. When did you come over here?
9. When did you come to the United States?
10. Do you have any children?
11. How old are they?
12. What's that lady's name?
13. Is that lady married?
14. Is that lady married or not?
15. What's that man's name?
16. Is he married or not?
17. What's that man's last name?
18. How does he spell his last name?
19. How old are the girls?
20. How do you spell your first name?

LESSON 3

► 3.1. Dialogue for memorization.

- | | |
|------------------------------|---|
| 1. Where were you born? ↓ | 5. When did you <i>come</i> over here? ↓ |
| 2. I was born in Yugoslavia. | 6. I beg your pardon? ↗ |
| 3. In what city? ↓ | 7. When did you come to the United States? ↓ |
| 4. In Zagreb. | 8. Three years ago. I've been here three years. |

► 3.2. Dialogue drill. Numbers correspond to lines in the dialogue.

The left column shows the drill format as it appears throughout the book.

The right column shows how to say the left column. This aid will appear only once more, in lesson 4.

(1)	(1)
where	where
<i>were</i>	were
where —	where were
<i>born</i>	born
were you —	were you born
Where —?	Where were you born?
(2)	(2)
born	born
was —	was born
<i>Yugoslavia</i>	Yugoslavia
in —	in Yugoslavia
I —.	I was born in Yugoslavia.
(3)	(3)
city	city
what —	what city
In —?	In what city?

(4)
Zagreb
In —.

(4)
Zagreb
In Zagreb.

(5)
come over
— here
did you —
when
When —?

(5)
come over
come over here
did you come over here
when
When did you come over here?

(6)
pardon
your —
beg —
I —?

(6)
pardon
your pardon
beg your pardon
I beg your pardon?

(7)
come
did you —
when —
States
United —
the —
to —
come —
did you —
when
When —?

(7)
come
did you come
when did you come
States
United States
the United States
to the United States
come to the United States
did you come to the United States
when
When did you come to the United States?

(8)
years
— ago
Three --.
years
three —
been
— here
I've —
I've —.

(8)
years
years ago
Three years ago.
years
three years
been
been here
I've been here
I've been here three years.

► 3.3. Dialogue notes. The numbers refer to lines in the dialogue.

3. 'In what city?' State the complete idea. (*In what city were you born?*)

4. 'In Zagreb.' State the complete idea.
6. 'I beg your pardon?' Affirmative statement form with question intonation.
7. 'the United States' *The* is always present.
8. 'Three years ago.' State the complete idea. *Ago* is used only with the simple past tense—I *came*.
'I've been' What words are contained in *I've*?

► **3.4. Questions with free answers.** The students supply information about themselves and about others in class. The purpose of the latter is to use third person grammatical elements. Take one question around the class before going on to the next.

Where were you born?	I was born in _____
Where was Mr. _____ born?	He was born in _____
Where was Mrs. (Miss) _____ born?	She was born in _____
Where were Mr. and Mrs. _____ born?	They were born in _____

How do you spell the name of your country?

When did you come to the United States?	I came here (three years) ago.
Mr. and Mrs. _____	They
Mr. _____	He
Mrs. (Miss) _____	She

How long have you been in this country?	I've been here (three years).
has Mr. _____ been	He has been _____
has Mrs. (Miss) _____ been	She has been _____
have Mr. and Mrs. _____ been	They have been _____

► **3.4a. Play a game with your neighbor by asking what country he is from. Name the right country or another country. The answer begins with yes or no.**

1. Are you from (Germany)?
Yes, I am.
No, I'm not; I'm from _____.
2. Are Mr. and Mrs. _____ from _____?
Yes, they are.
No, they aren't; they're from _____.
3. Is Mr. _____ from _____?
Yes, he is.
No, he isn't; he's from _____.

4. Is Mrs. (Miss) _____ from _____?

Yes, she is.

No, she isn't; she's from _____.

► 3.5. Pronouns—subject, object.

Refer to the following pictures in doing exercises 3.5a. and 3.5b. The pronouns will be selected according to numbers which correspond to the pictures. For example, number 1 is *I* (subject form) and number 2 is *you*. The pronoun *it* is not treated here.

Numbers separated by *and* form a phrase. 2 and 1 are *you and I* (subject form).

Numbers separated by a hyphen are one word. 2-1 is *we* (subject form).

the
speaker



the person
spoken to



brother



sister



another
brother



another
sister



► 3.5a. Pronouns—subject form.

The subject pronouns are: *I* (the speaker), *you* (the person or persons spoken to), *he*, *she*, *we*, *they*. Subject pronouns are used in the sentence positions shown below.

I need it. You need it. We need it. They need it.
He needs it. She needs it.

Give the subject pronouns indicated by the numbers shown below as they refer to the pictures in 3.5. First give the pronouns only then put them into the sentence:—*need it*, or—*needs it*.

The answers are given at the end of the exercise.

- | | | | |
|------------|------------|-----------|-----------------|
| 1. 1 | 6. 3-1 | 10. 3 | 14. 3-5 |
| 2. 2 | 7. 4 and 1 | 11. 4 | 15. 4-6 |
| 3. 2 and 1 | 8. 4-1 | 12. 3-4 | 16. 3-4-5-6 |
| 4. 2-1 | 9. 2-3-4 | 13. 1-3-4 | 17. 2-3-4-5-6 |
| 5. 3 and 1 | | | 18. 1-2-3-4-5-6 |

Answers. 1 I. 2 you. 3 you and I. 4 we. 5 he and I. 6 we. 7 she and I. 8 we. 9 you. 10 he. 11 she. 12 they. 13 we. 14 they. 15 they. 16 they. 17 you. 18 we.

► 3.5b. Pronouns—object form.

The object pronouns are: *me, you, him, her, us, them*. Object pronouns are used after verbs and after prepositions.

They saw me (*you, him, her, us, them*).

With, for, from, to, because of (*me, you, etc.*)

Give the object pronouns indicated by the numbers shown below as they refer to the pictures in 3.5. First give the pronouns only; then put them in a phrase with a preposition.

EXAMPLES: 1. me, for me 2. you and me, to you and me

The answers are given at the end of the exercise.

- | | | | |
|------------|---------------|---------------|---------------|
| 1. 1 | 8. 3-1 | 15. 3 | 22. 1-3-4 |
| 2. 2 | 9. 4 and 1 | 16. 4 | 23. 3-5 |
| 3. 2 and 1 | 10. 1 and 4 | 17. 3 and 4 | 24. 4-6 |
| 4. 1 and 2 | 11. 4-1 | 18. 4 and 3 | 25. 3-4-5-6 |
| 5. 2-1 | 12. 2 and 3-4 | 19. 3-4 | 26. 2-3-4-5-6 |
| 6. 3 and 1 | 13. 3-4 and 2 | 20. 3-4 and 1 | 27. 1-3-4-5-6 |
| 7. 1 and 3 | 14. 2-3-4 | 21. 1 and 3-4 | |

Answers. 1 me. 2 you. 3 you and me. 4 me and you. 5 us. 6 him and me. 7 me and him. 8 us. 9 her and me. 10 me and her. 11 us. 12 you and them. 13 them and you. 14 you. 15 him. 16 her. 17 him and her. 18 her and him. 19 them. 20 them and me. 21 me and them. 22 us. 23 them. 24 them. 25 them. 26 you. 27 us.

LESSON **4**

► 4.1. Dialogue for memorization.

- | | |
|--|---|
| 1. Are you married? | 5. How old are they? ↓ |
| 2. Yes, I am. | 6. The boy is the oldest; he's seventeen. |
| 3. Do you have any children? | 7. How old are the girls? ↓ |
| 4. I have three children, two girls and a boy. | 8. One is eight years old and the other is fifteen. |

► 4.2. Dialogue drill.

The left column shows the drill format as it appears throughout the book.

The right column shows how to say the left column. The *how to say* column does not appear after this lesson.

(1)	(1)
married	married
<i>you</i>	you
Are you —?	Are you married?

(2)	(2)
am	am
I —	I am
Yes, —.	Yes, I am.

(3)	(3)
children	children
any —	any children
have —	have any children
<i>have</i>	have
you —	you have
do —	do you have
Do —?	Do you have any children?

(4)	(4)
children	children
three —	three children
have —	have three children
I —	I have three children
<i>girls</i>	girls
two —	two girls
<i>boy</i>	boy
a —	a boy
and —	and a boy
two — boy	two girls and a boy
I —.	I have three children, two girls and a boy.

(5)	(5)
old	old
how —	how old
— are they?	How old are they?

(6)	(6)
boy	boy
the —	the boy
<i>oldest</i>	oldest
the —	the oldest
is —	is the oldest
The —;	The boy is the oldest;
<i>seventeen</i>	seventeen
he's —	he's seventeen
The —; —.	The boy is the oldest; he's seventeen.

(7)	(7)
old	old
how —	how old
<i>girls</i>	girls
the —	the girls
are —	are the girls
How old —?	How old are the girls?

(8)	(8)
old	old
years —	years old
eight —	eight years old
is —	is eight years old
One —	One is eight years old
<i>fifteen</i>	fifteen
is —	is fifteen
the other —	the other is fifteen
and —	and the other is fifteen
One —.	One is eight years old and the other is fifteen.

► 4.3. Dialogue notes. The numbers refer to lines in the dialogue.

2. 'Yes, I am.' State the complete idea, using a contraction. Give the negative of the short answer and of the complete idea.

3. 'Do you have any children?' The use of *any*, which seems unnecessary, is typical of English. The noun which follows *any* is plural if it is a countable noun, even in the negative, which doesn't seem logical to foreigners: I don't have any children.

'children' What is the singular?

4. 'two girls and a boy' A *boy* is unemphatic; *one boy* is emphatic. English has *a* and *one*, where some other languages use the same word for both.

5. 'How old are they?' What does *they* refer to? Repeat the question with the noun. Make the question singular with *he* or *she*.

To talk about age English uses *be* + adjective: How *old* are you? I *am* ten years *old*. (Some other languages use *have* + noun: What *age* *have* you? How many *years* do you *have*?)

6. 'The boy is the oldest; he's seventeen.' The semi-colon (;) joins two ideas which are considered closely connected. The author happens to like semicolons.

'oldest' What is the simple form of this word? Give its three forms (answer: old, older, the oldest). Give the opposite of 'the oldest.' Give the three forms of *young*.

'He's seventeen' People from ages thirteen through nineteen (13-19) are called teen-agers. Do you see why?

7. 'How old are the girls?' Make the question singular.

► 4.4. The pronunciation of numbers 13-30 through 19-90.

It is often not clear which number of the following pairs is being said.

13-30 thirteen, thirty	17-70 seventeen, seventy
14-40 fourteen, forty	18-80 eighteen, eighty
15-50 fifteen, fifty	19-90 nineteen, ninety
16-60 sixteen, sixty	

Practice the numbers in forward order 13-30, 14-40, etc.

Practice the numbers in backward order 30-13, 40-14, etc.

Select a number at random and put it into the phrase: — *years old*.
See if the class understands which number it is.

► 4.5 The present tense of be.

Analyze the model sentences with the aid of the notes which follow them.

Model sentences

(a) affirmative

I am busy.	I'm busy.	Yes, I am. (See note 1 below.)
You are busy.	You're busy.	Yes, you are.
He is busy.	He's busy.	Yes, he is.
She is busy.	She's busy.	Yes, she is.
We are busy.	We're busy.	Yes, we are.
They are busy.	They're busy.	Yes, they are.

(b) negative contractions, two types

I'm not busy. (note 2)	_____ (note 3)
You're not busy.	You aren't busy.
He's not busy.	He isn't busy. (note 4)
She's not busy.	She isn't busy.
We're not busy.	We aren't busy.
They're not busy.	They aren't busy.

(c) interrogative, affirmative and negative

Am I busy?	Am I not busy? (note 5)
Are you busy?	Aren't you busy? (note 6)
Is he busy?	Isn't he busy?
Is she busy?	Isn't she busy?
Are we busy?	Aren't we busy?
Are they busy?	Aren't they busy?

Notes on the model sentences.

1. *Yes, I am.* As shown here, the short statement indicates emphasis. It is more commonly used as a short answer to a question. Example: Are you busy? *Yes, I am.* Contractions are not used in short affirmative statements.
2. *I'm not busy.* The short answer to a question would be: Are you busy? *No, I'm not.*
3. There is no alternate form of the negative contraction for *I*.

4. The short answer to a question would be: Is he busy? *No, he isn't.*
5. No contraction is used with *I* in a negative question.
6. Full forms can also be used for the remaining subjects, but they are quite formal: Are you not busy? Is he not busy? etc.

► 4.5a. Repeat the sentences of 4.5. after the teacher.

► 4.5b. Put the following alternate sentences through the models of 4.5.

1. I'm listening. 2. I'm invited. 3. I'm getting tired.

► 4.5c. Do the following with students' books closed.

1. I am busy. I'm busy. Yes, I am. *Give the same sentences with:* you, he, she, we, they, I.
2. I'm not busy. *Substitute:* you, he, she, we, they, I.
3. You aren't busy. *Substitute:* he, she, we, they, you. (This is the second negative contraction.)
4. Am I busy? *Substitute:* you, he, she, we, they, I.
5. Am I not busy? *Give the full (uncontracted) forms for:* you, he, she, we, they, I.
6. Aren't you busy? *Substitute:* he, she, we, they, you.

LESSON 5

► 5.1. Sentences for memorization—some common questions and answers.

Disconnected sentences like these are to be memorized the same way as dialogues. Reminder words are listed to aid in remembering the content and sequence of the questions. Upon hearing or seeing a reminder word the student should be able to give the whole question and answer from memory.

Reminder words	Questions	Answers
help you	1 Can I help you?	I'm just looking, thank you.
go	2 Shall we go?	Let's go.
getting along	3 How are you getting along? ↓	Just fine, thank you.
ride	4 Can I give you a ride?	Thank you. I have my car.
cigarette	5. Do you care for a cigarette?	No, thank you. I've got some.

► 5.2. Drill on the memorization sentences. Read down.

(1)	(2)	just —	Thank you.	a —
help	Shall we go?	<i>thank you</i>	car	care for —
— you	Let's go.	Just —, —.	my —	you —
Can I —?			have —	Do —?
<i>looking</i>	(3)	(4)	I —.	No, thank you.
just —	along	ride	Thank —, I —.	<i>got</i>
I'm —	getting —	a —		got some
<i>thank you</i>	How are you —?	give you —	(5)	I've —.
I'm —, —.	<i>fine</i>	Can I —?	cigarette	No, —, —.

► 5.3. Notes on the memorization sentences. The numbers correspond to the sentence numbers.

1. 'Can I help you?' The question is asked by a clerk in a store. If you want help you answer, "Yes, please."

'I'm just looking, thank you.' This is a negative answer. It could be expressed differently: No, thank you. I'm just looking.

'just' means *only*. Notice the position of *just* in the sentence. *Just* and *only* are not used as the first word in a sentence.

2. 'Shall we go? Let's go.' *Shall* is not future here. It is the idiomatic way to make a proposal which includes the person who is speaking. *Shall we* — is the question, and *Let's* — is the answer.

'Let's go.' What's the negative?

3. 'How are you getting along?' This is a greeting. It is usually said so rapidly that only the syllable *-long* is clear. When you hear *-long* in a greeting situation you can be sure it is this question. Merely answer, "Fine, thank you," unless you know enough English to say how you are really getting along.

4. 'Can I give you a ride?' Can I take you in my car to the place where you're going?

5. 'Do you care for a cigarette?' Do you want a cigarette?

► **5.4. Shall we go? Let's go. Let's not go.**

Make three sentences with each verb similar to those in the exercise heading. 1. go 2. eat 3. dance 4. go for a ride 5. go for a walk 6. play cards 7. go out 8. sit down 9. work 10. stop

► **5.5. -s form of the verb, present tense third person singular.**

Practice the verbs as shown in the examples. Try to do this with books closed after a while, upon hearing only the infinitive.

EXAMPLES: *do* do, does; do it, does it
have have, has; have it, has it
take take, takes; take it, takes it

eat-eats	like-likes	do-does	leave-leaves	lose-loses
take-takes	get-gets	say-says	find-finds	choose-chooses
make-makes	keep-keeps	have-has	hear-hears	watch-watches
want-wants	drink-drinks	go-goes	know-knows	change-changes

► **5.6. Auxiliary verb do, does.**

Practice the model sentences several times, reciting in a group and individually.

Combine the alternate verbs with *I* and go through the model sentences.

Combine the alternate subjects and verbs and go through the models again.

Model sentences

I like it.	Do I like it?	Don't I like it?	Yes, I do.
He likes it.	Does he like it?	Doesn't he like it?	Yes, he does.
(a)	(b)	(c)	(d)
No, I don't.	I don't like it.		
No, he doesn't.	He doesn't like it.		
(e)	(f)		

Alternate verbs

1. have to wait 2. hear it 3. know it 4. lose it 5. change it 6. want it

Alternate subjects

1. John (-s*, does) 2. they 3. she (-s*, does) 4. you 5. Mary 6. we

*has, hears, etc.

LESSON

6

► 6.1. Dialogue for memorization.

1. What's your address? ↓
2. I beg your pardon?
3. Where do you live? ↓
4. I live at (2160) twenty-one sixty Hays Avenue. H-a-y-s.
5. What's your phone number? ↓ Do you have a telephone?
6. Shelby eight- two one six oh. (8-2160)
7. That's the same as your address, isn't it? ↓
8. Yes, it is.

► 6.2. Dialogue drill.

(1)	Where —?	I —	(6)	<i>address</i>
address		I —.	Shelby	your —
your —	(4)		eight	the same as —
<i>what's</i>	live	(5)	two	that's — same
— your	I —	phone	one	that's — as
What's —?	<i>Hays</i>	— number	six	that's — address
	<i>Avenue</i>	your —	oh	<i>isn't</i>
(2)	Hays —	<i>what's</i>	8-2160	isn't it
your pardon	<i>twenty-one</i>	What's —?	Shelby —.	That's —, —?
I beg —?	<i>sixty</i>	<i>telephone</i>		
(3)	2160	a —	(7)	(8)
live	— Hays Avenue	have —	same	is
you —	at —	you —	same as	it —
do —	<i>live</i>	Do —?	the —	Yes, —.

► 6.3. Dialogue notes.

1. 'address' Give the plural.
4. '2160 Hays Avenue' The number comes first and the street second, with no comma (,) after the number.
6. 'Shelby 8-2160' Some people would pause after the first number.
7. 'That's the same as your address, isn't it?' The falling intonation on the attached question indicates that the speaker is quite sure of the answer. Rising intonation on an attached question indicates that the speaker has some doubt about what the answer will be.

► 6.4. Live on, live at, live in.

Make sentences similar to those shown below. Take one statement at a time through a number of students before going on to the next. Point out the prepositions and the subject-verb agreement in 'a friend who lives, some friends who live.'

1. I have a friend who lives on _____. (Park Avenue. Street name only.)
2. I live at _____. (428 State Street. Preposition *at*.)
3. I have some friends who live in _____, _____ (or in _____). (in Chicago, Illinois, or: in Chicago)

► 6.5. Addresses and telephone numbers.

Say the models then go on to the practice items.

Address models

14 South Park Street (fourteen)
 104 S. Park Street (one oh four)
 140 S. Park Street (one forty)
 1440 South Park St. (fourteen forty)

Telephone number model

Shelby 8-2160

Practice items

Addresses

Telephone

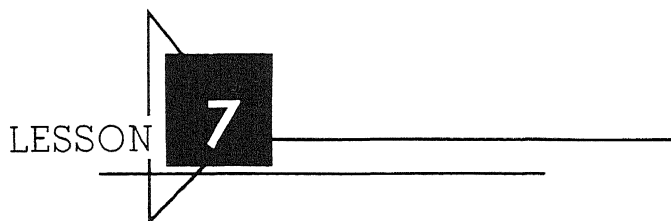
130 North River Road, 303 N. River Rd., 3013 N. River Rd.	Henry 6-8408
115 East Main St., 105 E. Main St., 1550 E. Main Street	Henry 4-8834
909 West Wilson St., 9009 W. Wilson St., 818 W. Wilson St.	Henry 3-3160

117 Sunset Boulevard, 107 Sunset Blvd., 1880 Sunset Blvd.	Henry 6-6150
106 First Avenue, 616 First Ave., 460 First Avenue	Ohio 5-1202
1960 Southern Drive, 1006 Southern Dr., 334 Southern Drive	Ohio 3-8376

► **6.5a.** Write a name and address on the blackboard or on paper as it would appear on a letter envelope. Add a return address.

► **6.5b.** Ask each other the following questions. AB-BC procedure.

- | | |
|-----------------------------|---|
| A. What's your address? | B. (Give street and number.) |
| A. Do you have a telephone? | B. Yes, the number is _____. (or: No, I don't.) |



► **7.1. Sentences for memorization—statements with short comments.**

<u>Reminder words</u>	<u>Statements</u>	<u>Short comments</u>
my car	1 There's something wrong with my car.	There is? ↗
closed	2 The store was closed.	It was?
lost	3 I got lost yesterday.	You did?
there	4 I wasn't there.	You weren't?
fix it	5 They couldn't fix it.	They couldn't?
time	6 It isn't time yet.	It isn't?

► 7.2. Drill on the memorization sentences.

(1)	(2)	got —	<i>weren't</i>	They —?
wrong	closed	— yesterday	You —?	
something —	was —	I —.		(6)
there's —	store —	<i>did</i>	(5)	time
<i>car</i>	The —.	You —?	fix	time yet
my —	<i>was</i>		fix it	isn't —
with —	It —?	(4)	couldn't —	It —.
There's —.		there	They —.	<i>isn't</i>
<i>is</i>	(3)	wasn't —	<i>couldn't</i>	It —?
There —?	lost	I —.		

► 7.3. Notes on the memorization sentences.

2. 'The store was closed.' The opposite statement is: The store was *open*. *Open* does not have -ed at the end.

5. 'fix' What is another word that means *fix*?

► 7.4. Short comments.

It is useful to learn to make short comments to use while someone else is speaking. The speaker expects to hear them. Short comments prevent awkward pauses and serve to keep the other person talking.

The short comments in 7.1. have statement word order (subject-verb) with rising, question intonation, but they are only comments nevertheless. A second type of short comment uses question word order with question intonation, but these also are only comments. Examples: Is there? Was it? Did you?

A third type of short comment has statement form and intonation (subject-verb), and is preceded by *yes* or *no*. Examples: It's going to rain. *Comment*—Yes, it is. John didn't do it. *Comment*—No, he didn't. Negative with negative and affirmative with affirmative. *Only pronoun subjects are used in short comments.*

The grammatical processes involved in making short comments are the selection of pronoun subject and substitute (auxiliary) verb, the same processes which are used in a number of common and important English constructions. The major emphasis of this book is on utterances which use auxiliaries and substitute verbs.

Let us comment on the terms *auxiliary* and *substitute* verbs. They refer to the same *form* of a verb but to different functions. *Did* you go? The main verb *go* is present; this is an auxiliary verb. Yes, I *did*. The main verb is not present; *did* is a substitute for it. The terms are used interchangeably at times.

► **7.4a.** Read the statements of 7.1 and give the short comments in verb-subject order: Is there? Was it? etc.

► **7.4b.** Read the statements of 7.1 and give the short comments in the form: Yes, there is. No, you weren't. etc.

► **7.5. Ordinal numbers; telling the date.**

Column *a* shows dates as they are written (cardinal numbers). Notice that months are written with a capital letter.

Column *b* shows the same dates as they are said or read (ordinal numbers).

Column *c* shows the short written form of ordinal numbers from first to tenth. Note the connection between first and 1st, second and 2nd, third and 3rd, fourth and 4th. Errors of wrong letter endings on the short written forms are common.

(a)	(b)	(c)
January 11, 1, 21, 31	eleventh, first, twenty-first, thirty-first	1st
February 12, 2, 22	twelfth, second, twenty-second	2nd
March 13, 3, 23	thirteenth, third, twenty-third	3rd
April 14, 4, 24	fourteenth, fourth, twenty-fourth	4th
May 15, 5, 25	fifteenth, fifth, twenty-fifth	5th
June 16, 6, 26	sixteenth, sixth, twenty-sixth	6th
July 17, 7, 27	seventeenth, seventh, twenty-seventh	7th
August 18, 8, 28	eighteenth, eighth, twenty-eighth	8th
September 9, 29	ninth, twenty-ninth	9th
October 10, 30	tenth, thirtieth	10th
November 19	nineteenth	
December 20	twentieth	

► **7.5a.** Practice saying the dates in column *a* of the chart repeating the month each time. Consult column *b* at first if needed, then cover it and consult it only when necessary.

► 7.5b. Write from dictation the short forms in column *c* of 7.5 together with the full spelling of the words: 1st, first; 2nd, second; etc.

► 7.5c. Take the following questions and answers around the class in AB-BC procedure.

When is your birthday? My birthday is (month-day).

When did you arrive in this country? I arrived (month-day-year).

LESSON 8

► 8.1. Dialogue for memorization.

1. What time is it? ↓
2. I have three-twenty, but my watch is fast. (3:20)
3. Mine says three-ten, but I know it's slow. (3:10)
4. It must be around a quarter after three. (3:15)
5. It's three-fifteen. I just heard the clock.

► 8.2. Dialogue drill.

(1)	<i>fast</i>	Mine—.	it—	three—
time	is—	<i>slow</i>	<i>three</i>	It's—.
what—	my watch—	it's—	after—	<i>clock</i>
— is it?	but—	I know—	a quarter—	the—
	I—, —.	but—	around—	heard—
(2)		Mine—, —.	It—.	just—
twenty	(3)			I—.
three—	ten	(4)	(5)	It's—. I—.
have—	three—	be	fifteen	
I—	says—	must—		

► 8.3. Dialogue notes.

1. 'watch' A pocket watch or wrist watch.
3. 'Mine says 3:10' Repeat the sentence with a noun phrase in place of *mine*.
4. 'around a quarter after three' Approximately, more or less.
5. 'I just heard the clock.' *Just*—this instant; *clock*—larger than a pocket watch or wrist watch; *heard*—What did the clock do? It *struck* 3:15. (strike-struck)

► 8.4. Clock time.

Study the model sentences then practice saying them. Repeat the question for each expression of time.

Model Sentences

What time is it?

- 3:00 It's three o'clock.
 3:10 It's three-ten. It's ten minutes after three.
 3:15 It's three fifteen. It's a quarter after three.
 3:30 It's three-thirty. It's half past three.
 3:45 It's three forty-five. It's a quarter to four.
 3:50 It's three-fifty. It's ten minutes to four.
 12:00 It's twelve o'clock. It's noon. It's midnight.

Clock time is generally indicated in twelve-hour periods, adding when necessary A.M. (until 12:00 noon) and P.M. (until 12:00 midnight). Telling time by the twenty-four hour period is used only by technicians.

The words *o'clock* are used *only* with the full hour: It's 1 o'clock, it's 2 o'clock, it's 3 o'clock, it's 4 o'clock, etc.

► 8.4a. Ask the question each time. Give the answer two ways when possible. Use AB-BC procedure.

What time is it?

It's 4:00, 4:10, 4:15, 4:30, 4:45, 4:50.

It's 6:00, 7:00, 7:30, 8:30, 8:45, 9:00, 10:20, 10:50, 11:00, 11:30, 11:45, 12:00.

► **8.4b.** Give free answers to the following questions about clock-time. Ask the question each time. Take one question through a number of students before going on to the next.

What time?

1. do you get up? 2. do you have breakfast? 3. do you start working? 4. do you have lunch? 5. does your English class begin? It begins at ____ 6. does your English class end? It ends at ____ 7. do you have supper? 8. do you go to bed?

► **8.5. Possessive adjectives and pronouns.** See 3.5. for a similar exercise on subject and object pronouns.

Possessive adjectives are followed by a noun. Possessive pronouns stand alone. The same forms are used for singular and plural.

	<u>Possessive adjectives</u>	<u>Possessive pronouns</u>
(I)	my book (or books)	mine
(you)	your book	yours
(he)	his book	his
(she)	her book	hers
(we)	our book	ours
(they)	their book	theirs

Refer to the pictures and numbered items below in doing exercises 8.5a. through 8.5e. The answers given for 8.5a. are a clue to the answers of the other exercises.

The words will be selected according to numbers which correspond to the pictures. For example, number 1 is *my book, mine*; number 2 is *your book, yours*.

Numbers separated by *and* form a phrase: 2 and 1 are *yours and mine* (pronouns).

Numbers separated by a hyphen are one word: 2-1 is *our book, ours*.

the
speakerthe person
spoken to

brother

sister

another
brotheranother
sister

1. 1

2. 2

3. 2-1 (one word)

4. 3

5. 3-1

6. 4

7. 4-1

8. 2-3-4

9. 3-4

10. 1-3-4

11. 3-5

12. 4-6

13. 1

14. 3

15. 4

► **8.5a.** Give possessive pronouns as indicated by the number combinations.

Answers. 1 mine. 2 yours. 3 ours. 4 his. 5 ours. 6 hers. 7 ours. 8 yours. 9 theirs. 10 ours. 11 theirs. 12 theirs. 13 mine. 14 his. 15 hers.

► **8.5b.** Give possessive adjective phrases with *book* according to the number combinations shown above. *My book, your book*, etc.

► **8.5c.** Give adjective phrases and pronouns together according to the number combinations shown above. *My book, mine; your book, yours*, etc.

► **8.5d. Review.** Give subject pronouns as indicated by the number combinations shown above. *I, you*, etc.

► **8.5e. Review.** Give object pronouns as indicated by the number combinations shown above. *Me, you, him*, etc.

LESSON 9

► 9.1. Sentences for memorization—questions with short answers.

<u>Reminder words</u>	<u>Questions</u>	<u>Short answers</u>
see it	1 Did you see it?	No, I didn't.
a watch	2 Do you have a watch?	No, I don't.
drive	3 Do you drive?	No, I don't.
supper	4 Have you had supper?	No, I haven't.
sleepy	5 Are you sleepy?	No, I'm not.

► 9.2. Drill on the memorization sentences.

(1)	(2)	No, —.	No, —.	I —
see	<i>watch</i>			No, —.
see it	a —	(3)	(4)	
you —	have —	drive	supper	(5)
Did —?	you —	you —	had —	sleepy
<i>didn't</i>	Do —?	Do —?	you —	Are you —?
I —	<i>don't</i>	<i>don't</i>	Have —?	<i>not</i>
No, —.	I —	I —	<i>haven't</i>	I'm —
				No, —.

► 9.3. Notes on the memorization sentences.

3. 'Do you drive?' Do you drive a car?

5. 'Are you sleepy?' What's the difference between *sleepy* and *sleeping*?

1–5. Make the questions in 9.1. negative using: didn't, don't, haven't, aren't. Example: Don't you drive?

► 9.4. Rhythm passage—go to class, go to school, etc.

Make sure the meaning of the expressions is clear. Practice single expressions, whole lines, then the whole passage.

Go to class, go to school, go to bed, go home,
 Go somewhere else, go upstairs, go downstairs,
 Go uptown, go downtown, go for a walk,
 Go this way, go that way, go to the movies,
 Go shopping, go out, go to the store.

► **9.4a.** Make a sentence with each expression of the rhythm passage. Suggested sentence frames:

1. Shall we ____? Let's _____. Let's not _____. 2. Where are you going? I'm going _____. 3. Do you want to ____? 4. What time do you ____ every day? 5. I ____ every day. 6. I ____ yesterday. (past tense—*went*) 7. Are you going ____ today? 8. I'm ____ today. 9. When did you ____?

► **9.4b.** Try to give the expressions of the rhythm passage with books closed after hearing only the last word or words. Example: walk—go for a walk.

► **9.5. This, that, and possessive pronouns.**

Make two sentences with each noun, as shown below. Point to indicate the location of *this* and *that*.

EXAMPLES: chair—This chair is mine. That chair is yours.
 coat —This coat is his. That coat is hers.
 place—This place is ours. That place is theirs.
 hat —(Use *this*, *that*; *mine*, *yours*.)

The possessive pronouns to be alternated with each noun are: mine-yours, his-hers, ours-theirs.

1. chair 2. place 3. coat 4. hat 5. purse 6. package 7. box 8. newspaper
 9. car 10. money 11. book 12. pencil 13. pen 14. ink 15. eraser 16. seat

LESSON 10

► 10.1. Sentences for memorization—statements with short comments.

<u>Reminder words</u>	<u>Statements</u>	<u>Short comments</u>
rain	1 It's going to rain tomorrow.	It is?
Miller's	2 There's a sale at Miller's.	There is?
sale	3 They're having a sale.	They are?
home	4 Helen's mother wasn't home.	She wasn't?
Roseman	5 Mr. and Mrs. Roseman can't come.	They can't?
good	6 The movie wasn't very good.	It wasn't?
time	7 There wasn't enough time.	There wasn't?

► 10.2. Drill on the memorization sentences.

(1)	<i>Miller's</i>	They —?	<i>come</i>	The —.
rain	at —	(4)	can't —	<i>wasn't</i>
rain tomorrow	There's —.	home	Mr. —.	It —?
going to —	<i>is</i>	wasn't —	<i>can't</i>	
It's —.	There —?	mother —	They —?	(7)
<i>is</i>		Helen's —.		wasn't
It —?	(3)	<i>wasn't</i>	(6)	there —
	sale	She —?	good	<i>time</i>
(2)	a —		very —	enough —
sale	having —	(5)	wasn't —	There —.
a —	They're —.	Mr. and Mrs.	<i>movie</i>	<i>wasn't</i>
there's —	<i>are</i>	— Roseman	the —	There —?

► 10.3. Notes on the memorization sentences.

2. 'at Miller's' At Miller's store.

'a sale' An occasion when things are sold at special low prices.

4. 'wasn't home' No preposition is needed before *home*, although *at home* could also be said.

6. 'The movie wasn't very good.' *Very* doesn't have much meaning in a negative sentence. In an affirmative sentence it is an adverb of high degree: The movie was very good!

► **10.4a.** The sentences of 10.1. are repeated below. Make short comments in verb-subject order. Examples: Is it? Are they? Use AB-BC procedure with one student giving the statement and another making the comment.

1. There wasn't enough time. 2. The movie wasn't very good. 3. Mr. and Mrs. Roseman can't come. 4. Helen's mother wasn't home. 5. They're having a sale. 6. There's a sale at Miller's. 7. It's going to rain tomorrow.

► **10.4b.** Do exercise 10.4a. again, this time making short comments of the type: Yes, it is. No, it wasn't.

► **10.4c.** Change the statements of 10.4a. into questions. Some of them will be negative. Do this exercise several times.

► 10.5. Auxiliary verb can.

Practice the model sentences several times, reciting in a group and individually.

Combine each alternate verb with *I* and go through the model sentences.

Combine alternate subjects and verbs and go through the models again.

Model sentences

I can go.	Can I go?	Can't I go?	Yes, I can.	No, I can't	I can't go.
(a)	(b)	(c)	(d)	(e)	(f)

Alternate verbs

1. stay 2. wait 3. keep it 4. see it 5. change it

Alternate subjects

1. you 2. he 3. she 4. we 5. they

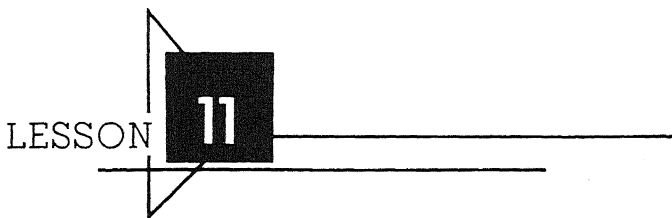
► 10.6. Interrogative words.

The first word in an utterance is the hardest to catch, and in the case of questions with interrogative words, the whole communication is lost if the first word is missed.

Practice the following many times in question and answer form, in a group and individually, with books open and closed. Supply the question and get the answer, and vice versa.

- | | |
|----------------------------|---------------------------------------|
| 1. Who is it? It's me. | 5. When is it? Next week. |
| 2. Whose is it? It's mine. | 6. How much is it? Ten cents. |
| 3. What is it? A chair. | 7. How far is it? Ten miles. |
| 4. Where is it? Upstairs. | *8. How long does it last? Two hours. |

**Note.* *How long* very often asks a question about length or duration of time, as in sentence 8, but the word *time* is not included. It also asks a question about literal length or measurement: How long is the room? It is fifteen feet long.



LESSON 11

► 11.1. Dialogue for memorization.

1. That's a nice shirt. How much did you pay for it? ↘
2. Three ninety-eight. (\$3.98)
3. It's nice-looking.
4. Thank you.
5. Where did you buy it? ↘
6. At Miller's; it was on sale.
7. Have they got any more?

8. Yes, they have. In all sizes and colors.

9. I'll go over and look at them.

► 11.2. Dialogue drill.

(1) shirt nice — a — That's —. <i>much</i> how — <i>pay</i> — for — it did you — How much —? That's —. —?	(2) eight ninety — Three — (3) looking nice — It's — (4) Thank you.	(5) buy buy it you — did — Where —? (6) Miller's at — <i>sale</i> on — was — it — At —; —.	(7) more any — got — Have they —? (8) have they — Yes, —. <i>colors</i> and — sizes —	all — In —. Yes, —. —. (9) over go — <i>look</i> and — go over — <i>look at them</i> and — go over — I'll —.
---	--	---	--	--

► 11.3. Dialogue notes.

1. 'How much did you pay for it?' Many people are offended by this question, which is considered personal.

2. 'How much did you pay for it? Three ninety-eight.' The question has a short answer. Give a long or complete answer. (I paid —)

4. 'It's nice-looking.' *Thank you* is said in answer to a compliment. People can also be described as *nice-looking*, men or women. Also: good-looking.

6. 'It was on sale.' It was sold at a reduced price.

7. 'Have they got any more?' Any more what? The word will be plural. Restate the complete idea. What is another way of saying *have they got*?

8. 'Yes, they have.' This is a short answer. Give a long answer.

9. 'I'll go over and look at them.' The *and* is idiomatic. You might expect *to*. This idiomatic use of *and* follows the verbs *come* and *go*: Come and see it. Go and get it.

► 11.4. A penny, a nickel, etc.

a penny = one cent	a quarter = 25 cents (a quarter of a dollar)
a nickel = five cents	a half dollar = fifty cents, half a dollar*
a dime = ten cents	

*Note. *Half a dollar* and *a half dollar*. In the first place, the *l* in *half*

is not pronounced. In the second place, this is the way the world *half* operates in the matter of the article before or after it. Examples: half a day, a half day; half an orange, a half orange; half an hour, a half hour.

Fill the following blanks. Say the whole question each time.

I need some change.

Have you got five _____ for a nickel?

a _____ for two nickels?

a _____ for five pennies?

a _____ for ten pennies?

two _____ for ten pennies?

a _____ for twenty-five pennies?

a _____ for fifty pennies?

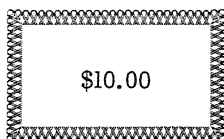
a _____ for two quarters?

two _____ for half a dollar?

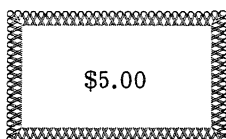
► 11.5. A five-dollar bill, etc.



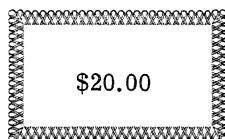
a one-dollar bill



a ten-dollar bill



a five-dollar bill



a twenty-dollar bill

Say the following:

(Two) one-dollar bills (no -s on dollar). Repeat the phrase with 3, 4, 5.

(Two) five-dollar bills. Repeat the phrase with 3, 4, 5.

Say the same for ten-dollar bills, 2 through 5.

Say the same for twenty-dollar bills, 2 through 5.

Note. 'No -s on dollar' is only one example of a very active grammatical construction in English—the noun-noun construction, where the second noun is limited or qualified by the first (no -s) noun. These are some other examples:

a shoe store, a potato salad, an apple pie,
a ten-cent stamp, a hat shop, an egg sandwich

► 11.6. How to say prices.

Practice the following:

\$5.00 five dollars, \$6.00 six dollars, \$7.00 seven dollars, \$8.00 eight dollars

\$1.25 one twenty-five, a dollar and a quarter

\$1.50 one fifty, a dollar and a half

\$5.25 five twenty-five, five dollars and 25 cents

\$5.50 five fifty, five dollars and 50 cents

\$5.75 five seventy-five, five dollars and 75 cents

\$5.98 five ninety-eight, five dollars and 98 cents

Give the short form and the long form for the following.

EXAMPLE: \$1.98—(short form) one ninety-eight
(long form) one dollar and 98 cents

\$5.81 \$3.26 \$2.39 \$6.52 \$7.67 \$8.63 \$13.30 \$14.40 \$15.50 \$16.60

\$17.70 \$18.80 \$19.90 \$1.98 \$2.99 \$5.15 \$6.16 \$7.17 \$8.18 \$9.19

LESSON 12

► 12.1. Sentences for memorization—questions with short answers.

<u>Reminder words</u>	<u>Questions</u>	<u>Short answers</u>
They said	1 Did you understand what they said?	No, I didn't.
Niagara Falls	2 Have you been to Niagara Falls?	No, I haven't.
late	3 Was the bus late?	No, it wasn't.
work today	4 Does Joe have to work today?	No, he doesn't.
work yesterday	5 Did Joe have to work yesterday?	No, he didn't.
swim	6 Can you swim?	No, I can't.

► 12.2. Drill on the memorization sentences.

(1)	(2)	(3)	work today	Did Joe —?
said	been	bus	have to —	<i>didn't</i>
they —	have you —	the —	Does Joe —?	he —
what —	<i>Falls</i>	<i>late</i>	<i>doesn't</i>	No, —.
understand —	Niagara —	Was — late?	he —	
you —	to —	<i>wasn't</i>	No, —.	(6)
Did —?	Have —?	it —		swim
<i>didn't</i>	<i>haven't</i>	No, —.	(5)	Can you —?
I —	I —		work	<i>can't</i>
No, —.	No, —.	(4)	— yesterday	I —
		work	have to —	No, —.

► 12.3. Notes on the memorization sentences.

1. 'understand' Give the past tense and past participle. Watch for proper placement of the stress on the last syllable.

2. 'Niagara Falls' No *the* in front of it; -s on Falls. The whole thing is singular: Niagara Falls is beautiful.

4. 'Does Joe have to work today?' Is it necessary for Joe to work today?

1-6. Make the questions in 12.1 negative using: *didn't*, *haven't*, *wasn't*, etc. Example: Can't you swim?

► 12.4. Statements with short comments.

Go through the following statements three times, once with each type of short comment: 1. Didn't you? 2. You didn't? 3. No, you didn't.

Use AB-BC procedure with one student giving the statement and another making the comment.

1. I didn't understand what they said. (Use *you* in the comment.)
2. I haven't been to Niagara Falls. (*you*)
3. The bus wasn't late.
4. Joe doesn't have to work today.
5. Joe didn't have to work yesterday.
6. I can't swim. (*you*)

► 12.5. That, those.

AB-BC procedure. Ask the question each time; answer with *yes* or *no*. Demonstrate the meaning of *that* and *those* as location away from the speaker.

- EXAMPLE: A. Is that your seat?
 B. Yes, it is. (or: No, it isn't.)
 B. Is that your ____?
 C. ____

1. chair 2. place 3. coat 4. hat 5. purse 6. package 7. box 8. newspaper
 9. car 10. money 11. book 12. pencil 13. pen 14. ink 15. raincoat

EXAMPLE: Are those your gloves? Yes, they are. (No, they aren't.)

1. packages 2. boxes 3. papers 4. books 5. glasses 6. pencils 7. cigarettes
 8. matches 9. things 10. envelopes 11. stamps 12. shoes
 13. gloves 14. pictures

► 12.6. Let's talk about cars.

Observe the word order in the following expressions. The year number precedes the name of the car.

a 1940 Ford	a 1958 Volkswagen
a 1957 Chevrolet	a 1961 Buick

Ask which people in class have cars. Put some names of cars on the board in the form shown above. Practice pronouncing the phrases.

► 12.6a. Supply real or imaginary data for the portions in parentheses.

1. I have a (1958 Ford). 2. I bought it (new, used) in (1958).
 3. I have had it since (November 1958). 4. I have had it for (about two years).
 5. My car has (20,000) miles. 6. I started driving in (1956).
 7. I have been driving for (four years).

► **12.6b.** These are the questions for the statements in 12.6b. Have different people ask the questions and one person answer, in the form of an interview.

1. What kind of car do you have? 2. Did you buy it new or used?
3. When did you buy your car? 4. How long have you had your car?
5. How many miles does your car have? 6. When did you start driving?
7. How long have you been driving?

LESSON 13

► **13.1. Dialogue for memorization.** Telephone conversation.

1. Who is this speaking please?↘
2. This is Helen Tursky.
3. Hello, Helen. This is Mrs. Santos. Is your mother home?
4. No, she isn't. She went shopping.
5. When will she be back?↘
6. Around four-thirty. (4:30)
7. Will you tell her to call me when she comes in?↗
8. Okay.
9. Thank you. Good-bye.

► **13.2. Dialogue drill.**

(1) is is this who — — speaking — please?	— Helen — Tursky.	(4) isn't she — No, —. <i>shopping</i> went — She —.	will she — When —?	— me <i>in</i> comes — she — when — Will —?
(2) Tursky Helen — <i>this</i> this is	(3) Hello, Helen <i>this</i> this is this is Mrs. — Santos. <i>mother</i> your — Is — home?	No, —. <i>shopping</i> went — She —. No, —. —.	(6) thirty four — Around —.	(8) Okay.
		(5) back be —	(7) tell — her will you — — to call	(9) Thank you. Good-bye.

► 13.3. Dialogue notes.

1-3. The special feature in these three lines is the word *this* in telephone questions and answers of identification. (Errors are: Who is it, please? I am Helen Tursky.)

4. 'No, she isn't.' Give the answer with *yes*.

7. 'Will you tell her to call me when she comes in?' This sentence contains two typical English constructions which cause trouble. One is 'tell her to call me'—*to* plus infinitive after *tell*, *ask*, and a few other verbs; the other is 'when she comes in'—present tense in a subordinate clause of time which refers to the future. (Errors are: 'tell her that come' or 'that she come(s)'—a *that*-clause, and 'when she will come in'—future tense.)

8. 'Okay' is informal usage. What is a more formal expression to use here?

► 13.4. Telephone conversation. See 13.3., note 1.

ABA-BCB procedure. Put in your own names and go around the class.

A. Who is this speaking please?

B. This is — (Helen).

A. Hello, (Helen). This is (Mary).

► 13.5. Subordinate clauses of time. See 13.3., note 7.

Say each sentence four times, with *when*, *as soon as*, *before*, *after*.

EXAMPLE: We'll go _____ it stops raining.

1. We'll go when it stops raining.

2. We'll go as soon as it stops raining.

3. We'll go before it stops raining.

4. We'll go after it stops raining.

1. Tell her to call me _____ she comes in. 2. I will do it _____ I get back. 3. He's going to get a job _____ school is over. 4. Will you see her _____ she leaves?

► 13.6. Tell (ask, want) someone to do something. See 13.3., note 7.

Say each model sentence with the ten verbs which follow.

Model sentences

Tell her (to go).
Will you ask her (to go)?
I want him (to go).
I told him (to go).

1. to stay 2. to sit down 3. to stand up 4. to say something 5. to sing
6. to wait 7. to buy me something 8. to help me 9. to invite me 10. to fix it

► 13.7. Auxiliary verb did.

Practice the model sentences several times.

Combine each alternate verb with *I* and go through the model sentences.

Combine the alternate subjects and verbs and go through the models again.

Model sentences

I learned it. Did I learn it? Didn't I learn it? Yes, I did. No, I didn't.
(a) (b) (c) (d) (e)

I didn't learn it.
(f)

Alternate verbs

1. had it 2. had to wait 3. bought it 4. sold it 5. paid for it 6. kept it
7. did it

Alternate subjects

1. you 2. he 3. she 4. we 5. they

LESSON

14

► 14.1. Rhythm passage—drugstore, grocery store, etc.

Identify briefly the places mentioned in the passage. Practice single expressions, whole lines, then the whole passage.

Drugstore, grocery store, bakery, supermarket,
Tavern, bowling alley, hat shop, dress shop,
Department store, laundromat, dime store, shoe store,
Apartment house, clothing store, office building, parking lot,
Garage, gas station, meat market, shoemaker,
Liquor store, movie, private home, newsstand,
Cleaners, hardware, flower shop, barber shop,
Jewelry store, bank, restaurant, appliance store.

► 14.2. Statements with short comments. It's a nice day. Yes, it is.

Use AB-BC procedure with one student giving the statement and another student making the comment. The comment will begin with *yes* or *no* according to whether the statement is affirmative or negative. The answers are given at the end of the exercise.

1. It's a nice day. 2. It's getting colder. 3. We had a good time yesterday. 4. The weather doesn't look very good. 5. That's very good news. (news— it) 6. She's a nice girl. 7. He's a nice fellow. 8. They're nice people. (people— they) 9. This is good coffee. 10. That's good music. 11. It's a pretty song. 12. It was a good party. 13. Conditions are pretty bad. 14. We're getting old. 15. The coffee isn't very good. 16. They're getting along fine. 17. We're getting along fine. 18. It has been very hot. 19. We've had a bad winter. 20. We've learned a lot. 21. These sentences aren't very hard.

Answers. 1 Yes, it is. 2 Yes, it is. 3 Yes, we did. 4 No, it doesn't. 5 Yes, it is. 6 Yes, she is. 7 Yes, he is. 8 Yes, they are. 9 Yes, it is. 10 Yes, it is. 11 Yes, it is. 12 Yes, it was. 13 Yes, they are. 14 Yes, we are. 15 No, it isn't. 16 Yes, they are. 17 Yes, we are. 18 Yes, it has. 19 Yes, we have. 20 Yes, we have. 21 No, they aren't. (No, they're not.)

► **14.3. Direct and indirect questions.** Indirect questions are treated more fully in lesson 28.

Column *a* has indirect questions and *b* has direct questions. Note the difference in word order between *it is* in column *a* and *is it* in column *b*.

Use ABC-BCD procedure and go around the class in rapid sequence. Student A says *a*, student B says *b*, and student C supplies a free answer to *c*.

These same interrogative words, with answers, were seen in 10.6.

(a)	(b)	(c)
Do you know where it is?	Where is it?	It's —
when	When	It's —
who	Who	It's —
whose	Whose	It's —
how much	How much	It's —
what	What	It's —
what time	What	It's —
how far	How far	It's (3 blocks away).

► **14.4. Free conversation based on rhythm passage 14.1.**

Tell what is done in the places mentioned.

Which of these places of business do you have near your house?

Give the location of some of these places in your town.

Do you know some business places not mentioned in the passage?

LESSON 15

► 15.1. Dialogue for memorization.

1. Is it possible for me to learn to speak English?
2. Of course it is.
3. What do I need to do? \
4. You need to practice. That's the most important thing.
5. It's hard to find a chance to practice.
6. Yes, it is.

► 15.2. Dialogue drill.

(1)	of —	(4)	That's —.	chance —
possible	— it is.	practice	You —. —.	a —
is it —		to —		hard — practice
— for me	(3)	need —	(5)	It's —.
— to learn	do	You —.	hard	
— to speak	to —	thing	it's —	(6)
— English	need —	important —	— to find	is
Is it —?	I —	most —	— a chance	it —
	do —	the —	practice	Yes, —.
(2)	What —?		to —	
course				

► 15.3. Dialogue notes.

1. 'Is it possible' The *it* is there only as subject of the verb. It has no meaning. The same *it* is seen in the following: What time is it? It's raining. How far is it? It's Mary.

3. 'What do I need to do?' *Need* is always followed by *to* + verb.

4. 'the most important thing' Give the three forms (degrees) of *important*.

5. 'It's hard to find a chance to practice.' Compare line 5 with line 1. They both have *it* + adjective + *to* + infinitive.

► 15.4. **It's (good) to (learn English).** See 15.3., notes 1 and 5.

Make sentences by choosing words from the numbered columns below. Repeat some sentences after the teacher before starting on individual recitation.

(1)	(2)	(3)	(4)	
It's	good	to	be sick	be in good health
	not good		worry	know several languages
	easy		learn English	find a job
	not easy		speak English	learn new things
			be busy	read in English
			have friends	have a job
			drive fast	drive a car
			be lazy	eat too much

► 15.5. Want to, need to, etc. Verb + *to* + infinitive.

Practice the model sentences several times.

Combine each alternate verb with *I* and go through the model sentences.

Combine the alternate subjects and verbs and go through the models again.

Model sentences

I want to go.	Do I want to go?	Don't I want to go?	Yes, I do.
(a)	(b)	(c)	(d)

No, I don't.	I don't want to go.
(e)	(f)

Alternate verbs

- would like to go (Auxiliary *would*. The others take auxiliary *do*-*does*.)
- have to go
- need to go
- plan to go
- expect to go
- prefer to go
- like to go

Alternate subjects

1. he 2. you 3. she 4. they

► **15.6. This, these, and possessive pronouns.**

It is possible that some of the apparent errors in the use of *this-these* are due to faulty pronunciation. There are two pronunciation hazards: the raising of the *i* in *this* until it sounds like the *e* of *these*, and the pronunciation of the *s* in *these* as *s* rather than *z*. As the result, the two words sound approximately the same.

Make one sentence with each noun, as shown below. The possessive pronouns to be alternated with each noun are: mine-yours, his-hers, ours-theirs.

EXAMPLES:

glass —This glass is mine and these are yours.
 letter —This letter is his and these are hers.
 pencil —This pencil is ours and these are theirs.
 calendar—(Use *this, these; mine, yours.*)

1. knife (plural—*knives*) 2. fork 3. spoon 4. cup 5. saucer 6. dish 7. book
 8. package 9. box 10. picture 11. bottle 12. calendar 13. pencil 14. letter

► **15.6α.** For practice in pronouncing noun plurals do the above exercise again saying the sentences as follows:

This glass is mine and these glasses are yours.
 This pencil is his and these pencils are hers.
 This calendar is ours and these calendars are theirs.

LESSON 16

► 16.1. Dialogue for memorization.

1. What time do you go to bed? ↘
2. Around 11 o'clock. I have to get up at six.
3. Do you fall asleep right away?
4. Yes, I do. And I need an alarm clock to wake up.
5. You're a good sleeper.
6. Aren't you? ↗
7. No, I'm not.

► 16.2. Dialogue drill.

(1)	eleven —	you —	an —	a —
time	Around —.	do —	need —	You're —.
what —	<i>up</i>	<i>away</i>	I —	
<i>bed</i>	get —	right —	and —	(6)
to —	have to —	Do —?	<i>up</i>	you
go —	I —		wake —	Aren't —?
you —	<i>six</i>	(4)	to —	
do —	at —	do	And — up.	(7)
What time —?	I — six.	I —		not
		Yes, —.	(5)	I'm —
(2)	(3)	<i>alarm</i>	sleeper	No, —.
clock	asleep	— clock	good —	
o'clock	fall —			

► 16.3. Dialogue notes.

1-4. Line 1. 'go to bed,' the process of getting into bed. Line 2. 'get up,' the process of getting out of bed. Line 3. 'fall asleep,' the in-

stant of passing from consciousness into unconsciousness. Line 4. 'wake up,' the opposite of 'fall asleep.'

Not every language has the four ideas shown above. Some languages have only two: *sleep*, which means go to bed and fall asleep, and *waken*, which means wake up and get up. What does your language have?

1. 'do you go to bed' The simple present tense contains the idea of *usually*.

'go to bed' No article *the* in front of *bed*. Other similar expressions: go to school, go to class, go to church.

2. 'Around 11 o'clock.' State the complete idea.

'at six' Give the complete phrase.

'I have to get up at six.' Repeat the sentence using another word in place of *have to*.

3. 'right away' Immediately.

4. (Do you fall asleep right away?) 'Yes, I do.' State the complete idea using the original verb.

'I need an alarm clock to wake up.' In order to wake up.

6. (You're a good sleeper.) 'Aren't you?' State the complete idea.

7. 'No, I'm not.' State the complete idea.

► 16.4. Gender of kinship terms—uncle, aunt, etc.

Study the following word lists.

<u>He's my (brother).</u>	<u>She's my (sister).</u>	<u>They're my (brothers).</u>
brother	sister	brothers, sisters
uncle (see note 1)	aunt (note 2)	uncles, aunts
nephew (note 3)	niece (note 4)	nephews, nieces
son	daughter	sons, daughters
father	mother	parents (note 5)
grandfather	grandmother	grandparents (note 6)
cousin	cousin	cousins
relative	relative	relatives (note 7)

Notes

- | | |
|---|---|
| 1. <i>Uncle</i> —brother of mother or father. | 2. <i>Aunt</i> —sister of mother or father. |
| 3. <i>Nephew</i> —son of brother or sister. | 4. <i>Niece</i> —daughter of brother or sister. |

5. Father and mother are *parents*. 6. Grandfather and grandmother are *grandparents*.
 7. All others—excluding brothers, sisters, sons, daughters—are *relatives*.

► **16.4a.** Go through the lists of words in 16.4. and put them into the model sentences shown at the top of each column. Say a complete sentence each time.

EXAMPLES: brother—He's my brother.
 sister —She's my sister.
 uncles —They're my uncles.

► **16.4b.** Make sentences similar to those in 16.4a. without consulting the word lists. *Cousin* and *relative* are masculine and feminine, so these require two sentences each, one with *he* and one with *she*.

1. uncle 2. grandfather 3. daughter 4. niece 5. grandmother 6. nephew
 7. aunt 8. father 9. son 10. relative 11. sister 12. cousin 13. aunts
 14. brother 15. daughters 16. sister 17. brothers 18. uncles 19. nephews
 20. nieces 21. grandparents 22. cousins 23. mother 24. relatives 25. sons

LESSON 17

► **17.1. Rhythm passage—have breakfast, have a cold, have fun.**
 etc.

Make sure the meaning of all the expressions is clear. Practice single expressions, whole lines, then the whole passage.

Have breakfast, have dinner, have supper, have lunch,
 Have coffee, have something to eat or drink,
 Have a cold, have trouble (plus i-n-g),*
 Have fun, have a headache, have a good time.

* (plus i-n-g). See 17.3, 17.3a.

► **17.2.** Talk about the situations mentioned in the rhythm passage. Use the questions suggested below.

1. What time do you have breakfast (lunch, dinner)? 2. What do you have for breakfast? 3. When did you last have a cold? 4. Do you ever have a headache? 5. Do you have anything to eat or drink between meals or before you go to bed? 6. What do you have (to drink) with your meals?

► **17.3.** Have fun, have a good time + ing.

Put each numbered item into the two model sentences.

Model: singing—I had fun (singing) at the party.

I had a good time (singing) at the party.

1. dancing 2. playing cards 3. talking 4. seeing my friends 5. meeting new people 6. playing games 7. eating 8. singing 9. speaking my language

► **17.3a.** Have trouble + ing.

Put each numbered item into the three model sentences.

Model: speaking English—I have trouble (speaking English).

I have difficulty (speaking English).

I have a hard time (speaking English).

1. reading English 2. understanding on the telephone 3. explaining my ideas 4. falling asleep 5. waking up 6. gaining weight 7. losing weight

► **17.4.** Irregular preterites (feel-felt).

Practice and memorize the following verbs, paying special attention to the pronunciation. Then work from infinitive to preterite and vice versa. Example: Give the preterite of: feel, leave, etc. Give the infinitive of: felt, left, etc.

feel-felt	think-thought	sing-sang	tell-told
leave-left	bring-brought	drink-drank	eat-ate
mean-meant	lose-lost	do-did	hear-heard
send-sent	get-got	write-wrote	take-took
say-said	have-had	choose-chose	find-found

► **17.4a.** Practice the verbs of 17.4. with *it* as object of both forms.

EXAMPLE: *feel* feel, felt; feel it, felt it
leave leave, left; leave it, left it

► **17.4b.** Go through the verbs of 17.4 as follows, in AB-BC procedure.

- A. I felt it. Did you feel it?
- B. Yes, I did. (or: No, I didn't.)
- B. I left it. Did you leave it?
- C. etc.

► **17.5. Irregular preterites.**

Repeat the model sentences after the teacher. Make similar sentences with the items which follow. You must supply the preterite form. Use *I* as subject of the sentences. The answers (preterites) are given at the end of the exercise.

Model sentences

(break a dish, a glass)	I didn't break a dish; I broke a glass.
(buy a coat, a hat)	I didn't buy a coat; I bought a hat.
(drink tea, coffee)	I didn't drink tea; I drank coffee.

1. eat meat, fish 2. fall on the stairs, on the sidewalk 3. find a nickel, a dime 4. get tired, hungry 5. go shopping, to the dentist 6. lose my gloves, my umbrella 7. meet his brother, his sister 8. see that movie, the other one 9. say she was coming, she *wasn't* coming 10. sit in the front, in the back 11. teach English, Russian 12. tell her to go, to stay 13. wear the red dress, the blue dress 14. break a glass, a dish 15. buy a hat, a coat 16. drink coffee, tea

Answers: 1 ate. 2 fell. 3 found. 4 got. 5 went. 6 lost. 7 met. 8 saw. 9 said. 10 sat. 11 taught. 12 told. 13 wore. 14 broke. 15 bought. 16 drank.

LESSON

18

► 18.1. Dialogue for memorization.

1. Do you speak English at home?
2. The children do, but the older people don't.
3. Why don't you speak English? ↘
4. It seems funny. I speak English only in class, twice a week.
5. That's not much, is it? ↘
6. No, it isn't.

► 18.2. Dialogue drill.

(1)	— do	don't you	speak —	(5)
English	the —	why —	I —	much
speak —	<i>don't</i>	<i>English</i>	<i>class</i>	not
you —	people —	speak —	in —	that's —
do —	older —	Why —?	only —	<i>is</i>
<i>home</i>	the —		<i>week</i>	is it
at —	but —	(4)	a —	That's —, —.
Do —?	The —, —.	funny	twice —	
		seems —	in — week	(6)
(2)	(3)	It —.	I —, —.	isn't
children	don't	<i>English</i>		it —
				No, —.

► 18.3. Dialogue notes.

2. 'The children do, but the older people don't.' Restate the sentence with full verbs in place of the substitute verbs *do* and *don't*.

'older' Give the three forms of the word. What's the opposite? Give the three forms of the opposite.

3. 'Why don't you speak English?' There is special loud stress on *don't* and it is the only major stress in the sentence.

4. 'funny' Give another word with this meaning.

'twice a week' Give the single word which means *one time*. Put it into this phrase.

► 18.4. This morning, this afternoon, tonight.

Combined expressions of time consisting of *morning*, *afternoon*, and *night*, plus a second, limiting time word like *today*, *yesterday*, *last week*, etc., are idiomatic and therefore unpredictable. Errors take the form of literal phrases: *today in the morning*, *today in the afternoon*, *today in the night*, *yesterday in the night*, etc.

Repeat several times the phrases in columns 1-2-3.

With books closed, the teacher says a word from column —0— and the class gives the three phrases which belong with it.

—0—	1— <i>morning</i>	2— <i>afternoon</i>	3— <i>night</i>
today	this morning	this afternoon	tonight
yesterday	yesterday morning	yesterday afternoon	last night
tomorrow	tomorrow morning	tomorrow afternoon	tomorrow night
Sunday, etc.*	Sunday morning	Sunday afternoon	Sunday night

* (Continue with Monday through Saturday.)

► 18.4a. Give the phrases represented by the numbers. Number 1 = morning; number 2 = afternoon; number 3 = night. Some items are repeated.

EXAMPLE: Monday 1-2-3

Monday morning, Monday afternoon, Monday night

- today 1-2-3 tomorrow 1-2-3 yesterday 1-2-3 Monday 1-2-3
- today-3 tomorrow-3 yesterday-3 Sunday-3
- today-1 tomorrow-1 yesterday-1 Tuesday-1
- Wednesday-2 tomorrow-2 yesterday-2 Tuesday-2
- Thursday-3 today-3 yesterday-3 Friday-3 tomorrow-3
next Saturday-3
- last Sunday-2 yesterday-2 tomorrow-2 today-2

LESSON 20

► 20.1. Dialogue for memorization.

1. Do you like music?
2. Yes, I do.
3. What kind do you like *bést*? ↓
4. All kinds, classical and popular. I play the guitar.
5. You do?
6. Yes. And I *síng*, *tóo*.
7. Will you play for the class some time? ↑
8. I'd be *glád* to.

► 20.2. Dialogue drill.

(1) music like — you — Do —?	(3) best like — you — do — <i>kind</i> what — What —?	<i>popular</i> and — classical — All —, —. <i>guitar</i> the — play — I —.	You —? (6) <i>síng</i> —, <i>tóo</i> I — And —.	for — play — — some time Will you —?
(2) do I — Yes, —.	(4) all — kinds	(5) do	(7) class the —	(8) glad — to be — I'd —.

► 20.3. Dialogue notes.

1. 'Yes, I do.' State the complete idea using the original verb.
2. 'what kind' What kind of what?
3. 'all kinds' All kinds of what?

4. 'classical and popular (music)' Name some classical composers. Name some popular songs. Do any class members play musical instruments? Would any of them play for the class some time?

5. 'You do?' State the complete idea using the following sentence with rising intonation. 'You —?'

6. 'And I sing, too,' Restate the idea with *also* and note its position before *sing*.

7. 'some time' Meaning: one indefinite time in the future. This is different from *sometimes*, which means several unspecified times in the present or past. Examples: I go there sometimes. I used to go there sometimes.

8. 'I'd' Give the second word of the contraction.

'I'd be glad to.' A common and useful phrase to answer when someone asks you or invites you to do something.

► 20.4. Do you like, would you like.

Model sentences

1. Do you like music? Yes, I do.
2. Would you like to visit Europe? Yes, I would, if I had the money.
3. Would you like some water? Yes, I would.

There is confusion between 'Do you like' and 'Would you like,' as seen in errors like: Do you like some tea? I like to visit Canada some time. The true conditional of 'like,' with *would*, as seen in model sentence 2, should not be too difficult if the concept of conditional is understood, and enough tongue and pattern practice has been provided. A test of the true conditional is the adding of an *if*-clause contrary to fact. Difficulty is probably caused by the use of *would like* simply as a polite formula to mean *want* (model sentence 3). Proof of this fixed-formula use is the improbability of adding an *if*-clause to an utterance like "Would you like some tea?"

It must be admitted, however, that any English usage involving the use of auxiliaries is a source of trouble, and *do—would* are only two of many.

The exercises which follow serve two purposes: they provide practice

in the concepts of *like* and *would like* and in the form and use of the auxiliaries *do*, *would*.

► 20.4a. Would like.

Meaning: time limited to now; idea of *want*, *want to*, *want to have*.
AB-BC procedure. Go around the class with question and answer.

Model: Would you like —?
Yes, I would.

1. a glass of water 2. some coffee 3. a cup of tea 4. something to eat
5. something to drink 6. a sandwich 7. some cheese 8. some fruit 9. some ice cream
10. some cake 11. some candy 12. a cigarette 13. a match
14. some flowers 15. to hear it 16. to taste it 17. to read it 18. to see it
19. to go 20. to stay 21. to wait

► 20.4b. Like.

Meaning: unlimited in time; general preference

Model: Do you like —?
Yes, I do. I like (it) very much.

1. swimming 2. to swim 3. to travel 4. that house 5. dancing 6. to dance
7. Maria Santos (her) 8. Roberto Santos (him) 9. to bowl 10. music
11. to play cards 12. your new car 13. this city 14. this weather 15. cold weather
16. winter 17. baseball 18. cheese 19. ice cream 20. this country
21. to read 22. your job 23. flowers (them) 23. movies (them)

► 20.4c. Would like.

Meaning: conditional

Form: possibility of adding an *if*-clause contrary to fact

Model: Would you like to visit —?
Yes, I would, if I had the money.

1. Europe 2. Russia 3. Hawaii 4. Latin America 5. the Philippines 6. Japan 7. Hong Kong 8. the Middle East 9. the Middle West 10. Africa 11. Australia 12. Singapore 13. Texas 14. California 15. New York

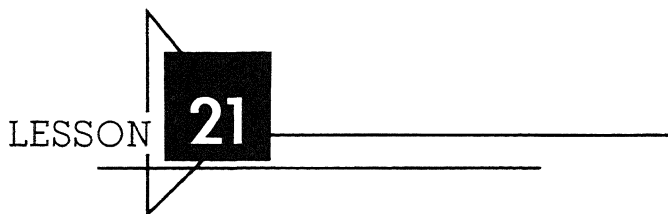
► 20.4d. Like, would like.

AB-AB, BC-BC. Make two questions and answers for each numbered item.

Model:

- | | |
|----------------------------|--|
| A. Do you like —? | B. Yes, I do. |
| A. Would you like — today? | B. Yes, I would. (or: No, I wouldn't.) |

1. to bowl 2. to play cards 3. to walk 4. to eat out 5. to read 6. to go to the theater 7. to wash the car 8. to go fishing 9. to go visiting 10. to cut the grass 11. to go shopping 12. to go downtown



LESSON 21

► 21.1. Dialogue for memorization.

1. I wasn't in class last time. Did you miss me?
2. Yes, we did.
3. That's good.
4. Why didn't you come? ↓
5. I went to a friend's house for dinner.
6. Did you have a good time?
7. Yes, I did—with old friends, good food, and no English.

► 21.2. Dialogue drill.

(1)	we —	Why —?	(6)	
class	Yes, —.		have	Yes, —
in —		(5)	you —	<i>friends</i>
— last time	(3)	friend's	did —	old —
wasn't —	that's	— house	<i>time</i>	with —
I —.	— good.	a —	good —	<i>food</i>
<i>miss</i>		to —	a —	good —
— me	(4)	went —	Did —?	<i>English</i>
Did you —?	why	I —		no —
	— didn't	<i>dinner</i>	(7)	and —
(2)	— you	for —	did	Yes, —, —.
did	— come?	I —.	I —	

► 21.3. Dialogue notes.

1. 'to miss' To feel the absence of somebody or something.
2. 'Yes, we did.' Restate the complete idea with the original verb.
3. 'That's good.' This has a special intonation—stress on *that's* and a dip with rising finish on *good*. Practice the following statements with the comment: *That's good*. Use AB-BC procedure.

1. I'm improving in English.
2. I received some good news today.
3. I bought a new radio.
4. I bought a new car.
5. The Pirates beat the Yankees (in baseball) today.
6. I have vacation next week.

4. 'Why didn't you come?' Restate the complete idea.
5. 'I went to a friend's house' We say *a* friend, indefinite, instead of *my* friend, definite, because the person is unknown to us and is mentioned for the first time. After this first mentioning he would be referred to as *my* friend.
6. 'Did you have a good time?' Other ways of saying this: Did you enjoy yourself? Did you enjoy it?
7. 'Yes, I did' Restate the complete idea with the original verb.

► 21.4. Nouns—countable and uncountable.

Errors of the type contained in 'This is a bad weather' are startling. Let us examine the source of the error.

English nouns divide into two categories, called by some countable and uncountable and by others count and mass nouns. In addition to meaning distinctions, not always evident, of countable units versus no units, and therefore no countability, there are differences in the grammatical handling of the two types.

There is nothing in the form of a singular unmodified noun which tells whether it is countable or uncountable.

Study the analysis which follows.

Grammatical features

<u>Countable nouns</u>	<u>Uncountable nouns</u>
1. They can be counted, and therefore can become plural. one chair two chairs	1. No countable units and no plurals. Always singular. weather news (Don't let the -s fool you.)
2. They take the article <i>a</i> , <i>an</i> . a chair, a good chair an apple, a red apple	2. Do not take the article <i>a</i> , <i>an</i> . weather, good weather news, bad news
3. They take <i>the</i> in singular or plural. the chair the chairs	3. They take <i>the</i> in singular only. the weather the news
4. Are used with <i>some</i> , <i>any</i> , but in the plural only. We need some chairs. We don't need any chairs. We don't need any. We have some.	4. Are used with <i>some</i> , <i>any</i> but in singular only. We had some good weather. I don't want any ice cream. I don't want any. Thanks, I have some.
5. Some nouns operate both as countable and uncountable nouns. exercise—uncountable; (physical exercise) an exercise—countable; (a grammar, piano, etc. exercise)	5. They can be put into phrases with <i>other</i> words which take <i>a</i> , <i>an</i> . butter—a pound of butter, 2 pounds coffee—a cup of coffee, 2 cups furniture—a piece of furniture advice—a piece of advice

► 21.4α. Use the following word lists for this exercise and the next. The nouns with *a*, *an* are countable (columns *b*, *d*); the others are uncountable (columns *a*, *c*).

Select nouns alternately from columns *a* and *b* (or *c* and *d*) and put them into the model sentences. Keep the same adjective.

Models: This is good (weather). This is a good (meeting).

This is good (coffee). This is a good (magazine).

(a)	(b)	(c)	(d)
1 weather	a meeting	11 pie	a party
2 coffee	a magazine	12 soup	a class
3 scenery	a view	13 furniture	a chair
4 news	a program	14 rice	a dress
5 ice cream	a watch	15 bread	a movie
6 tea	a cigarette	16 cloth	a newspaper
7 advice	a car	17 equipment	a clock
8 information	a store	18 food	a meal
9 exercise	an exercise	19 music	a song
10 cake	a dinner	20 candy	an orchestra

► **21.4b.** Select nouns from alternate columns and put them into the two sentence frames, omitting or keeping the article as needed. Choose an appropriate verb at the same time, from those provided or from others.

Models: I have never (heard) such (a) good —. What (a) good — this is!
 seen
 used
 eaten (tasted)
 had

LESSON 22

► 22.1. Dialogue for memorization.

1. I have a friend who wants to attend this English class.
Can he come?
2. Yes, of course. How long has he been here? ↘

3. About a year and a half.
4. Is he free on Tuesday and Thursday at seven?
5. Yes, he is.
6. Does he know any English?
7. He knows less than I do.

► 22.2. Dialogue drill.

(1)	<i>come</i>	How long —?	Tuesday —	(6)
friend	Can he —?		on —	English
a —	I —. —?	(3)	<i>seven</i>	any —
have —		half	at —	know —
I —	(2)	a —	on — seven	Does he —?
<i>English</i>	course	and —	<i>free</i>	
— class	of —	year —	is he —	(7)
this —	Yes, —.	a —	Is — seven?	I
attend —	<i>long</i>	About —.		I do
to —	how —		(5)	less than —
wants —	<i>been</i>	(4)	is	knows —
who —	been here	Thursday	he —	He —.
I — class.	has he —	and —	Yes, —.	

► 22.3. Dialogue notes.

1. 'wants' Why does the verb have -s?
'attend this English class' Attend + direct object with no preposition. Other expressions with *attend* are: to attend a meeting, a party, class, church. A similar verb without preposition is *enter*: to enter the room, the country.
2. 'How long has he been here?' Notice the form of the verb. Have you learned to say "I have been here—?" or do you still say "I am here since—?"
4. 'free' Not busy, not occupied.
'Tuesday, Thursday' Spell the words without looking at your books.
- 'at seven' Finish the phrase.
7. 'less' Give the opposite.
'He knows less than I do.' *Do* is a substitute for what verb?

► 22.4. Pronoun objects—it, one, them, some, any.

Unstressed, pronoun objects at the end of utterances are often neither heard nor spoken by the non-native. Some languages use no word in this function and position.

Considerations of countable and uncountable, definite and indefinite determine the selection of these pronouns.

This is a difficult exercise, but let's see what we can do with it.

Study the following outline. Say each noun and the sentence which follows it. The pronouns are called substitute words because they substitute for nouns. The verb receives the stress in a sentence, *not* the substitute word.

Countable nouns

1. Indefinite singular, substitute word ONE, affirmative or negative.

a chair —I need one.
a stamp—I need one.
a cup —I need one.

Continue with: a table, a rose,
a spoon, a book, a vacation, a car

2. Definite singular, substitute word IT, affirmative or negative.

The, this (etc.), *my* (etc.) make a word definite.

that stamp—I don't need it.
the chair —I don't need it.
my cup —I don't need it.

Continue with: the stamp, the
table, the rose, the magazine,
the newspaper, the book, this
book

3. Indefinite plural, substitute word SOME (affirmative), ANY (negative).

chairs —I have some. I don't have any.
stamps—I have some. I don't have any.
cups —I have some. I don't have any.

Continue with:
roses, books, spoons

4. Definite plural, substitute word THEM, affirmative or negative.

The, this (etc.), *my* (etc.) make a word definite.

the chairs —I don't want them.
the stamps—I don't want them.
your cups —I don't want them.

Continue with: the roses, the
spoons, the books, those books,
your books

Uncountable nouns (singular only)

1. Definite, substitute word
- IT*
- , affirmative or negative.

The, this (etc.), *my* (etc.) make a word definite.

the sugar —I don't want it.

that bread—I don't want it.

my coffee —I don't want it.

Continue with: that furniture,
your advice, the money, this
candy, the coffee

2. Indefinite, substitute word
- SOME*
- (affirmative),
- ANY*
- (negative).

sugar—I want some. I don't want any.

bread—I want some. I don't want any.

coffee—I want some. I don't want any.

Continue with: furniture, advice,
money, candy

► **22.4a.** Here we have the nouns of the last exercise, countable and uncountable, definite and indefinite, in scrambled order.

For nouns which take *it, them, one*, say the noun first then put it into an affirmative sentence with *I need* (have, want).

EXAMPLES: that candy—I want it. the books—I need them.
the book—I need it. a book—I have one.

For nouns which take *some-any*, give an affirmative and negative sentence for each. Choose from the verbs *need, have, want*.

EXAMPLES: candy—I want some. I don't want any.
books—I need some. I don't need any.

The answers are given at the end of the exercise.

1. chairs, the chairs, a table, the table, a car
2. roses, the roses, the rose, a rose, my car
3. coffee, the coffee, furniture, that furniture, spoons
4. the magazine, the newspaper, candy, this candy, a spoon
5. my book, a book, this book, those books, the spoons
6. books, your books, advice, your advice, a vacation
7. bread, that bread, money, the money, the books
8. stamps, the stamps, the stamp, a stamp, a cup

Answers. 1. some-any, them, one, it, one. 2. some-any, them, it, one, it
3. some-any, it, some-any, it, some-any 4. it, it, some-any, it, one 5. it, one,
it, them, them 6. some-any, them, some-any, it, one 7. some-any, it, some-
any, it, them 8. some-any, them, it, one, one

LESSON

23

► 23.1. Dialogue for memorization.

1. Are you gaining weight?
2. I think so.
3. How much do you weigh? ↓
4. A hundred and seventy. I've gained about seven pounds.
5. What have you been doing? ↓
6. Nothing. I gain in winter and lose in summer.

► 23.2. Dialogue drill.

(1) weight gaining — Are you —?	(3) weigh you — do — How much —?	hundred — A —. <i>gained</i> I've — <i>pounds</i> seven — about — I've —.	(5) doing been — have you — What —?	I — <i>winter</i> in — I — winter <i>summer</i> in — lose — and — I —.
(2) think think so I —.	(4) seventy and —		(6) Nothing. <i>gain</i>	

► 23.3. Dialogue notes.

1. 'Are you gaining weight?' Idioms: gain weight, lose weight (line 6).
3. 'weigh' is the verb, *weight* is the noun. Spell the two words with your books closed.
4. 'A hundred and seventy.' What word is understood? 'seven pounds' The abbreviations for pound-pounds are lb.-lbs. These come from the Latin *libra* with the English -s ending.
6. 'in winter, in summer' Name the other two seasons.
'lose' Give the preterite.

What season is it in this dialogue? How do you know?

Why would a person gain weight in winter and lose weight in summer?

If there is some time, students might ask each other: How much do you weigh? There might be some trouble translating from kilograms. A kilogram is 2.2046 pounds.

► **23.4. I think so, I think it is, I think it's raining.** Exposition.

Practice saying the model sentences in ABCD-BCDE order. Then close your books and see if you can give the three answers to each question.

Model sentences

Are you going to the meeting?

—I think so.

—I think I am.

—I think I'm going to the meeting.

Is it raining?

—I think so.

—I think it is.

—I think it's raining.

Does Mr. Brown work here?

—I don't think so.

—I don't think he does.

—I don't think he works here.

Did the bus go by?

—I don't think so.

—I don't think it did.

—I don't think it went by.

As seen from the above examples the shortest answer is the one with *so* as the last word. *I think so*. No other words come after *so*, as in the error: *I think so I'm going to the meeting*.

The second shortest answer has *think* + subject (usually a pronoun) + substitute verb only. *I think I am*. No contractions are permitted here.

The third answer shown above contains the complete idea and the full verb of the question. 'Are you going to the meeting? I think I'm going to the meeting.'

► **23.4a. I think so, I think it is, I think it's raining.** Exercise.

Give three answers for each question, beginning with *I think*. The parentheses contain some of the words needed in the answers. Say the question first.

1. Has the mail come? (it has) 2. Can I pay later? (you can) 3. Was Maria in class last week? (she was) 4. Does her mother know it? (she does, knows) 5. Are the children sleeping? (they are) 6. Is that a new dress? (it is) 7. Did John bring the book? (he did) 8. Will he go if I ask him? (he will, he'll go) 9. Would he go if I asked him? (he would, he'd go) 10. Does Mr. Brown work here? (he does, works) 11. Is it going to rain? (it is) 12. Did the bus go by? (it did, went by) 13. Are you going to the meeting? (I am) 14. Did they deliver the package from the store? (they did) 15. Were Mr. and Mrs. Roseman there? (they were) 16. Have they been here a long time? (they have) 17. Does she need it? (she does, needs) 18. Would you do it? (I would, I'd do it) 19. Does she still live there? (does, lives) 20. Have you had enough? (we have, we've had enough)

LESSON 24

► 24.1. Rhythm passage—take a walk, take it easy, etc.

Make sure the meaning of all the expressions is clear. Practice single expressions, whole lines, then the whole passage. Try to give the lines from memory by looking only at the words shown to the right of the passage.

Take a <u>w</u> alk, take it <u>e</u> asy,	walk . . . easy
Take a <u>s</u> hower, take a <u>b</u> ath,	shower . . . bath
Take the <u>b</u> us, take the <u>d</u> og out,	bus . . . dog
Take the <u>c</u> hildren to the <u>p</u> ark.	children . . . park

► 24.1a. Make two sentences with each expression in the rhythm passage, one in the present and one in the past. Use an expression of time in each sentence.

EXAMPLE: I take a walk every day.
I took a walk last night.

► 24.2. Other, others.

Analyze and then practice saying the words and phrases in the chart. Read across. (*the other lamp, the other; the other lamps, the others; etc.*)

Definite singular	Definite plural (-s ending on the last word only)	Indefinite singular	Indefinite plural (-s ending on the last word only)
the other lamp, the other	the other lamps, the others	another lamp, another	other lamps, others
the other plant, the other	the other plants, the others	another plant, another	other plants, others
the other picture, the other	the other pictures, the others	another picture, another	other pictures, others

When *other* accompanies a noun it has the function of an adjective and does not take an -s in the plural. Example: the other plants.

When *other* stands alone it has the function of a pronoun or substitute word, and as such it does take an -s in the plural. Example: the others (referring to *the other plants*).

Another, indefinite singular, consists of *an* + *other*, written as one word.

► 24.2a. Put each noun through all the model phrases.

Model phrases

(a) the other lamp, the other	(b) the other lamps, the others	(c) another lamp, another	(d) other lamps, others
clock, street, book, stamp, envelope chair, table, ash tray, radio, rug bookcase, box, house, couch, rose			

► 24.2b. If *other* occurs as an adjective, give its pronoun form.

If *other* occurs as a pronoun, make an adjective phrase with *book* or *books*.

The answers are given at the end of the exercise.

EXAMPLES:

(adjective) (pronoun)
 the other clock —the other
 the other houses—the others
 another radio —another
 other plants —others

(pronoun) (adjective)
 the other —the other book
 the others—the other books
 another —another book
 others —other books

1. other lamps 2. the other bookcases 3. another chair 4. others 5. the other clock 6. others 7. the others 8. another 9. the other 10. other plants 11. the others 12. another table 13. the other boxes 14. the other 15. the other street 16. another 17. other pictures 18. the other book 19. others 20. the other houses 21. the others 22. another ash tray 23. other exercises 24. another 25. the other lamp 26. the other 27. another radio 28. the other couches 29. the others 30. other sentences 31. others 32. the other envelope 33. another rug 34. the other 35. the other roses 36. another

Answers. 1. others 2. the others 3. another 4. other books 5. the other 6. other books 7. the other books 8. another book 9. the other book 10. others 11. the other books 12. another 13. the others 14. the other book 15. the other 16. another book 17. others 18. the other 19. other books 20. the others 21. the other books 22. another 23. others 24. another book 25. the other 26. the other book 27. another 28. the others 29. the other books 30. others 31. other books 32. the other 33. another 34. the other book 35. the others 36. another book

LESSON

25

► **25.1. Dialogue for memorization.**

1. What did you do on your vacation? ↘
2. I stayed home and worked around the house.
3. You did?
4. I got a lot of sleep, and one day I went fishing.
5. Did you catch anything?
6. I only caught a cold.

► 25.2. Dialogue drill.

(1)	(2)	and —	a lot of —	(5)
do	worked	stayed home —	got —	catch
you —	and —	I —.	I —	— anything
did —	stayed home —		<i>fishing</i>	Did you —?
what —	I —	(3)	went —	
<i>vacation</i>	<i>house</i>	did	I —	(6)
your —	the —	You —?	one day —	cold
on —	around —		and —	a —
What —?	worked —	(4)	I —, —.	caught —
		sleep		only —
				I —.

► 25.3. Dialogue notes.

1. 'vacation' Used in the singular only. It refers to the whole vacation period.

'on your vacation' *On* is idiomatic: to be on vacation, to go on vacation.

2. 'stayed home' *Home*, used adverbially, has no preposition before it. Similarly: He's home. Go home. Come home.

'I stayed home and worked around the house.' *Home* and *house*. Consider this sentence as consisting of two fixed expressions or idioms, and don't worry about any difference in meaning between the two words.

'I got a lot of sleep.' *Sleep* is a noun.

5. 'catch' To catch fish.

6. 'I only caught a cold.' To catch fish, to catch a cold. This is a joke.

► 25.4. You like it, don't you? Statements with questions attached.

An affirmative statement has a negative attached question, and a negative statement has an affirmative attached question.

Go through the following sentences first repeating after the teacher, then individually. Try to do some with students' books closed.

Each numbered item contains two sentences and words to be substituted. Do the first sentence with all substitutions before going on to the second. Keep rhythm and intonation constant while making the substitutions. Use rising intonation on the attached questions.

- | | |
|--|---|
| 1. You received the (letter), didn't you?
You didn't receive the (letter), did you? | <i>Add:</i> package, telegram,
message, present, card |
| 2. You (saw) the movie, didn't you?
You didn't (see) the movie, did you? | understand, like, enjoy,
go to, pay for |
| 3. (You're) coming with us, aren't you?
(You're) not coming with us, are you? | He's, She's, They're |
| 4. (You) were there, weren't you?
(You) weren't there, were you? | They, We |
| 5. (She) was there, wasn't she?
(She) wasn't there, was she? | He, John, Maria |
| 6. You (like candy), don't you?
You don't (like candy), do you? | drink coffee, play the
piano, speak English,
know the answer, play
cards |

► 25.5. Statements followed by agreement comments—So do I, etc.

Statements

Comments

- (Affirmative) I saw it. I did *too*. So did I.
(Negative) I didn't see it. I didn't *either*. *Neither* did I.

Agreement with a preceding statement is expressed by two possible short comments consisting of subject, substitute verb, and negative or affirmative agreement word. The two comments differ in word order—the position of subject and agreement word. The verb occupies the middle position in both comments.

Give the statement and two agreement comments for the following. Repeat after the teacher, then recite individually in ABC-BCD order. Example: A. I saw it. B. So did I. C. I did too.

The first five statements are affirmative and the others negative. Repeat each sentence as many times as there are substitutions. The substitute verb for some comments is indicated in *italics*.

- | | | |
|-------------------|---|---|
| <i>do or have</i> | 1. I (ate) it.
2. I have (a watch). | had, did, lost, found, wrote
a headache, a cold, a sore
throat |
| <i>did</i> | 3. I know how to (drive).
4. I had (supper) already.
5. I'm (sleepy). | swim, type, do it, find it
breakfast, lunch, coffee
tired, hungry, busy; wait-
ing |

	6. I didn't (eat) it.	buy, take, do, like, see, study, want
	7. I don't have (a watch).	a book, the address, the telephone number
<i>have</i>	8. I don't (see) it.	like, want, need, have
	9. I haven't (had supper).	seen it, done it, learned it
	10. I'm not (sleepy).	hungry, thirsty, tired; go- ing

LESSON 26

► 26.1. Had + past participle in various sentence patterns.

Had + past participle indicates time before past time; something that was true before an occurrence in the past.

Discuss the meaning of the model sentences, then practice repeating them several times. Use different speakers in the answers and variations of sentences 2, 3, 4, 6.

Model sentences

1. I hadn't studied English before I came here.
2. John had studied English before he came here, hadn't he? Yes, he had. So had I. I had too.
3. John hadn't studied English before he came here, had he? No, he hadn't. I hadn't either. Neither had I.
4. You had studied English and I had too. (Repeat with: . . . and so had I.)
5. You had studied English but I hadn't.
6. You hadn't studied English and I hadn't either. (Repeat with: . . . and neither had I.)
7. You hadn't studied English but I had.

► 26.2. Had + past participle.

The blanks require words contained in the model sentences of 26.1. Read each sentence aloud and try to give the answers from memory. The answers are given at the end of the exercise.

1. I hadn't — English before I came here. 2. You hadn't studied English — I had. 3. You had studied English — I hadn't. 4. You had studied English — I had too. 5. You hadn't studied English — I hadn't either. 6. John hadn't studied English before — came here, had he? No, — hadn't. 7. I hadn't studied English before I came —. 8. John had studied English. — had I. 9. John hadn't studied English. — had I. 10. John had studied English. I had —. 11. John hadn't studied English. I hadn't —. 12. You hadn't studied — but I had. 13. I hadn't studied English before I — here. 14. You hadn't studied English and I hadn't —. 15. You hadn't studied English and — had I. 16. John had studied English before he came here, hadn't —? Yes, — had. 17. I hadn't studied English — I came here.

Answers. 1. studied 2. but 3. but 4. and 5. and 6. he, he 7. here 8. So 9. Neither 10. too 11. either 12. English 13. came 14. either 15. neither 16. he, he 17. before

► 26.3. Had + past participle.

These sentences are based on the models in 26.1. Choose between *had* and *hadn't*. Read the whole sentence each time. The answers are given at the end of the exercise.

1. You hadn't studied English but I —. 2. You — studied English but I hadn't. 3. John — studied English before he came here, had he? 4. John — studied English before he came here, hadn't he? 5. You — studied English and I hadn't either. 6. You — studied English and I had too. 7. John hadn't studied English before he came here, had he? No, he —. I — either. Neither — I. 8. You — studied English but I had. 9. You had studied English but I —. 10. John hadn't studied English before he came here, — he? 11. John had studied English before he came here, — he? 12. You hadn't studied English and I — either. 13. You had studied English and I — too. 14. John had studied English before he came here, hadn't he? Yes, he —. So — I. I — too. 15. You hadn't studied English and neither — I. 16. You had studied English and so — I.

Answers. 1. had 2. had 3. hadn't 4. had 5. hadn't 6. had 7. hadn't, hadn't, had 8. hadn't 9. hadn't 10. had 11. hadn't 12. hadn't 13. had 14. had, had, had 15. had 16. had

LESSON

27

► 27.1. Dialogue for memorization.

1. Who was that lady I saw you with yesterday? ↓
2. That's my cousin who is visiting from California.
3. How long will she be here? ↓
4. She's going back next week.
5. Does she like it here?
6. Yes, she does, but she likes California better.

► 27.2. Dialogue drill.

(1)	(2)	(3)	<i>going</i>	(6)
saw	cousin	be —	she's —	does
saw you	my —	will she —	She's —.	she —
— with	that's —	— be here		Yes, —
I —	<i>California</i>	How long —?	(5)	<i>better</i>
lady —	from —		like	California —
that —	visiting —	(4)	— it	likes —
— yesterday	is —	week	— here	she —
<i>was</i>	who —	next —	<i>like</i>	but —
who —	That's —.	back —	does she —	Yes, —, —.
Who —?			Does —?	

► 27.3. Dialogue notes.

1. 'Who was that lady I saw you with yesterday?' There is an old joke in English which begins with this line. The answer is, "That was no lady; that was my wife."

'that lady I saw you with.' The formal variation of this is 'that lady with whom I saw you.'

3. 'How long will she be here?' Future with *will*. How long is she *going to be* here? Future with *be* + *going to* + verb.

4. 'She's going back next week.' Future indicated by present phrase *be* + *ing* with future time reference 'next week.'

'going back' We use *go* because the speaker is not in California. Motion away from the speaker is *go*. Motion toward the speaker is *come*.

5. 'Does she like *it* here?' This impersonal use of *it* is idiomatic. It does not refer to anything. The same *it* is seen in 'I'm enjoying it here.'

6. 'Yes, she does' Restate the idea with the original verb (line 5).

► 27.4. Statements and short comments (mixed auxiliaries).

Go through the statements a number of times with comments of the type *Do you?* and then with comments of the type *You do?* Use AB-BC procedure with different speakers for statement and comment.

The answers are given at the end of the exercise.

EXAMPLE: I can't stop smoking. 1. Can't you?
2. You can't?

1. I stopped smoking. 2. I've stopped smoking. 3. I had stopped smoking. 4. I have to stop smoking. 5. I'm going to stop smoking. 6. I plan to stop smoking. 7. I can't stop smoking. (negative) 8. I was going to stop smoking. 9. I would like to stop smoking. 10. I should stop smoking. 11. I must stop smoking. 12. I stop smoking often. 13. I won't stop smoking. 14. I need to stop smoking. 15. I had to stop smoking.

Answers (auxiliaries only). 1. did 2. have 3. had 4. do 5. are 6. do 7. can't 8. were 9. would 10. should 11. must 12. do 13. won't * 14. do 15. did

* won't = will not

► 27.5. Change the statements of 27.4. to questions with *you*. Answer with *yes* or *no*. AB-BC procedure. Go over the sentences a number of times.

The answers are given at the end of the exercise.

- EXAMPLE: A. Have you stopped smoking?
 B. Yes, I have. (No, I haven't.)
 B. Should you stop smoking?
 C. Yes, I should. etc.

Answers. The word *smoking* should be added to each of these.

1. Did you stop 2. Have you stopped 3. Had you stopped 4. Do you have to stop 5. Are you going to stop 6. Do you plan to stop 7. Can't you stop 8. Were you going to stop 9. Would you like to stop 10. Should you stop 11. Must you stop 12. Do you stop 13. Won't you stop (The answer is: Yes, I will, or No, I won't.) 14. Do you need to stop 15. Did you have to stop

LESSON 28

► 28.1. Indirect questions. See exercise 14.3.

*

Perhaps the most widespread and stubborn of all errors is that of using interrogative word order in indirect questions. Example: I don't know where is the bank. This type of error extends from the least proficient to the most proficient users of English. Analyze the following steps, then practice saying them. Read across.

Direct questions

Indirect questions

Where <i>does he live</i> ? ↓	he lives where he lives I don't know where he lives
Where <i>does he work</i> ? ↓	he works where he works Do you know where he works? ↑
Why <i>did they do it</i> ?	they did it why they did it Do you know why they did it?
How much <i>does it cost</i> ?	it costs how much it costs Tell me how much it costs.
Who <i>is that man</i> ?	that man is who that man is Do you know who that man is?

A question which is contained in a larger sentence has its verb in normal, non-interrogative form. The verb follows its subject in normal, non-interrogative word order. Examples: (what) he likes, (where) she

lives, (why) we learn. The verb is secondary in grammatical importance.

The larger sentence has its own, primary verb, which can be in any form—affirmative, interrogative, negative, or imperative. Examples:

Primary verb

I know (where it is).
I don't know (where it is).
Do you know (where it is)?
Tell me (where it is).

► **28.2.** Read aloud everything which appears on each line and fill the blanks (—) as you come to them.

Direct questions

Indirect questions

What's <i>her name</i> ? ↓	her name is what her name is I don't know what her name is.
How <i>does she spell</i> her name?	she spells her name how — I don't know —.
Where <i>was she born</i> ? ↓	she was born where she was born Do you know —? ↗
When <i>did she come to</i> the United States?	she came — when she came— I don't know —.
How long <i>has Maria been</i> in this country?	Maria has been — how long Maria — Do you know —?
How many children <i>does she have</i> ?	she has how many children she — I don't know —.
How old <i>are the children</i> ?	the children are how old the — Tell me —.
What's <i>her phone number</i> ?	her phone number is what her — Do you know —?

► **28.3.** Supply the missing three steps as shown in the model.

Model

What time does Maria get up?	(1) Maria gets up	(2) what time Maria gets up
	(3) Do you know	what time Maria gets up?

- | | |
|--|-------------------------------------|
| 1. What time does Maria have breakfast? | (1) — (2) — (3) Do you know —? |
| 2. What time does Maria start working? | (1) — (2) — (3) I don't know —. |
| 3. What time does Maria have lunch? | (1) — (2) — (3) Tell me —. |
| 4. What time does Maria's English class begin? | (1) — (2) — (3) Do you know —? |
| 5. What time does Maria's English class end? | (1) — (2) — (3) He wants to know —. |
| 6. What time does Maria have supper? | (1) — (2) — (3) Do you know —? |
| 7. What time does Maria go to bed? | (1) — (2) — (3) I don't know —. |

► 28.4. Direct questions from indirect questions.

We have here the larger sentences containing indirect questions which you have worked with so far in lesson 28. Give the direct questions. The answers are given at the end of the exercise.

(Indirect question)

(Direct question)

EXAMPLES: I don't know where he lives. Where does he live? ↓
 Do you know where he works? ↑ Where does he work? ↓

1. Do you know why they did it? 2. Tell me how much it costs.
 3. Do you know who that man is? 4. I don't know what her name is.
 5. I don't know how she spells her name. 6. Do you know where she was born? 7. I don't know when she came to this country. 8. Do you know how long Maria has been in this country? 9. I don't know how many children she has. 10. Tell me how old the children are. 11. Do you know what her phone number is? 12. I don't know what time Maria starts working. 13. Tell me what time Maria has lunch. 14. Do you know what time Maria's English class begins? 15. Do you know what time Maria's English class ends? 16. He wants to know what time Maria has supper. 17. I don't know what time Maria goes to bed.

Answers. 1. Why did they do it? 2. How much does it cost? 3. Who is that man? 4. What's her name? 5. How does she spell her name? 6. Where was she born? 7. When did she come to this country? 8. How long has Maria been in this country? 9. How many children does she have? 10. How old are the children? 11. What's her phone number? 12. What time does Maria

start working? 13. What time does Maria have lunch? 14. What time does Maria's English class begin? 15. What time does Maria go to bed?

LESSON 29

► 29.1. Dialogue for memorization.

1. Is your language like English?
2. My language is easier, and I think it's more beautiful.
3. It is?
4. The spelling is easier, and so is the pronunciation.
It has good rules, too.
5. Are you sure?
6. Yes, I am.

► 29.2. Dialogue drill.

(1)	is —	(3)	so is —	(5)
language	language —	It is?	and —	sure
your —	my —		The —, —.	Are you —?
is —	<i>beautiful</i>	(4)	<i>rules</i>	
<i>English</i>	more —	easier	good —	(6)
like —	it's —	is —	—, too	am
Is —?	think —	spelling —	has —	I —
	I —	the —	It —.	Yes, —.
(2)	and —	<i>pronunciation</i>	The —. It —.	
easier	My —, —.	the —		

► 29.3. Dialogue notes.

1. 'like English' Similar to English.
2. 'easier' What word does this come from? Give the three forms and spell them. Give two words that have the opposite meaning. Give the three forms of the two words.

'My language is easier' State the complete idea. What word comes immediately after *easier*? Spell it.

'more beautiful' Give the opposite of *more*. Give the three forms of *beautiful*.

4. 'The spelling is easier, and so is the pronunciation.' Make the sentence negative. What happens to *so*?

'It has good rules, too.' Restate the sentence with *also*. The preferred position of *also* is before the verb.

5. 'Are you sure?' State the complete idea.

► 29.4. Make four comparative statements. Use the models provided below. Put the name of your language in the blanks.

Models:

1. I think — is easier than English.
2. I think English is harder than —.
3. English is more difficult than —.
4. — is less difficult than English.

► 29.5. **Can, could, will, would, must, should.**

The purpose of this exercise is primarily to practice the form, order, and pronunciation of the auxiliaries in various sentence patterns. A frequent error is the addition of the preposition *to* after these auxiliaries.

Meaning: 'Can' and 'could' indicate ability and possibility.

'Must' and 'should' indicate obligation.

'Will' and 'would' indicate futurity, volition, conditionality.

Practice the following model sentences several times.

Combine each alternate verb with *I* and go through the model sentences.

Combine the alternate subjects and verbs and go through the models again.

Model sentences

I can go.	Can I go?	Can't I go?	Yes, I can.	No, I can't.	I can't go.
(a)	(b)	(c)	(d)	(e)	(f)

Alternate verbs

1. could 2. will (negative: won't) 3. would 4. must 5. should

Alternate subjects

1. you 2. he 3. she 4. we 5. they

► **29.6. Possessive pronouns and adjectives.** See 8.5.

Where the pronoun appears, give the adjective plus singular and plural of *book*. Where the adjective phrase appears, give the pronoun form. Some items are repeated. The answers are given at the end of the exercise.

EXAMPLES:

(pronoun) — (adjective)	(adjective) — (pronoun)
theirs — their book, their books	their book — theirs
	their books — theirs

1. mine 2. his book 3. your 4. our books 5. her book 6. ours 7. your books 8. theirs 9. my book 10. hers 11. his 12. their books 13. my books 14. hers 15. ours 16. his books 17. your book 18. mine 19. yours 20. his 21. his book 22. theirs 23. their book

Answers. 1. my book, my books 2. his 3. your book, your books 4. ours 5. hers 6. our book, our books 7. yours 8. their book, their books 9. mine 10. her book, her books 11. his book, his books 12. theirs 13. mine 14. her book, her books 15. our book, our books 16. his 17. yours 18. my book, my books 19. your book, your books 20. his book, his books 21. his 22. their book, their books 23. theirs

LESSON 30

► 30.1. Rhythm passage—get tired, get hungry, etc.

Make sure the meaning of all the expressions is clear. Practice single expressions, whole lines, then the whole passage.

Get means *become* in these expressions.

Get *tí*red, get *hú*ngry, get *slee*py, get *wét*,
 Get *wó*rried, get *thí*rsty, get *án*gry, get *lóst*,
 Get *sí*ck, get *nér*vous, get *ré*ady, get *có*ld,
 Get *wá*rm, get *dí*rtý, get *wé*ll, get *hú*rt.

► 30.1a. Make two sentences with each expression in the rhythm passage, one in the present and one in the past.

EXAMPLE: I get tired when I wash clothes. (general)

I got tired when I washed clothes yesterday. (specific, past)

► 30.2. Do you mind? Not at all. May I? Certainly.

<u>Question</u>	<u>Meaning</u>	<u>Answer</u>
May I smoke?	Will you <i>permit</i> me to smoke?	Certainly.
Do you mind if I smoke?	Will it <i>disturb</i> you if I smoke?	Not at all.
	Will it <i>bother</i> you if I smoke?	Not at all.
	Will you <i>object</i> if I smoke?	Not at all.

Polite society requires us to answer *Certainly* and *Not at all* to the above questions even when we would like to answer the contrary.

AB-BC procedure. Ask the following items with *Do you mind if I ____?* and answer *Not at all.* Ask them all again with *May I ____?*

and answer *Certainly*. Then mix the questions up and try to catch your neighbor.

open the window
close the window
open the door
close the door
use your pen

use your book
use your pencil
use your telephone
look at your newspaper
ride with you

borrow a cigarette
turn on the radio
turn off the radio
change the program
turn off the television

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